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ABSTRACT

This report discusses the results of a research project conducted by the Swedish National Board of Education concerning the reading of literature in the comprehensive school (the compulsory nine-year school for pupils between seven and sixteen years old). The report discusses basic questions concerning the objectives, instructional procedures, and evaluative criteria of the teaching of literature. Among the specific topics discussed are (1) the concept of literature, (2) the concept of literary instruction, (3) goal-based instruction, (4) the design of this research project, (5) the taxonomy for the classification of educational objectives, (6) the goal document analysis, (7) the construction of objective-procedure-criterion units, (8) the stimulation of teacher discussion around the list of proposed curricular objectives, (9) the preparation of other educational aids and basic materials to render literary instruction more effective, and (10) the case for a center of research and development in the field of literary instruction. A number of figures and tables are also included. (See ED 059 216, ED 060 520, ED 070 105 for related documents.) (DI)

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The LIGRU Project

Göte Klingberg

GOAL-BASED LITERARY INSTRUCTION

A Summary of the Basic Analyses of the LIGRU Project and a Programme for Practical Application and Further Research

DEPARTMENT OF EDUCATIONAL RESEARCH
GOTHENBURG SCHOOL OF EDUCATION

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In four earlier reports, the LIGRU Project has treated basic questions concerning the objectives, instructional procedures and evaluative criteria of the teaching of literature in the Swedish Comprehensive School. For several reasons a summary of these reports has been deemed advisable. A survey of tasks for practical application and desirable further research is also given.

Department of Educational Research
Gothenburg School of Education
June, 1973

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PREFACE

LIGRU (Litteraturläsning i grundskolan = The Reading of Literature in the Swedish Comprehensive School, the Swedish compulsory nine-year school for pupils between 7 and 16 years of age) is one of the research projects under the Swedish National Board of Education (Research Planning Bureau). It is being carried out at the Department of Educational Research at the Gothenburg School of Education. After a planning year 1969-70, it has been at work from 1 July, 1970.

In four reports, basic questions concerning the objectives, instructional procedures and evaluative criteria of the teaching of literature have been treated. A summary of these reports is given here. Such a summary was deemed advisable for several reasons. The reports are voluminous. They treat different aspects of the problem complex. Since they are working reports, some results in the earlier ones have been adjusted and further developed in later reports. There should also be a survey of tasks for practical application and desirable further research.

It would have been impossible to carry out the work of the project without the contribution of the assistants employed, Bengt Agren, B.A., Monica Agren, M.A. (whose place was taken by Gun Kristiansson for a while). It is my pleasant duty to express my thanks to them here.

REPORTS PREVIOUSLY PUBLISHED BY THE LIGRU PROJECT

As was said in the Preface, four working reports have already been published by the LIGRU Project. They will often be referred to below by a number in the following list. Since one of the reports is in two parts, the numbers 1-5 are used. All reports are published in the institutional series "Department of Educational Research. Gothenburg School of Education. Research Bulletins".

1 Göte Klingberg: A Scheme for the Classification of Educational Objectives. Research Bulletin No. 5. November 1970.

2 Göte Klingberg and Bengt Agren: Objectives Stated for the Use of Literature at School. An Empirical Analysis. Part I. Research Bulletin No. 8. May 1971.

3 Göte Klingberg and Bengt Agren: Objectives Stated for the Use of Literature at School. An Empirical Analysis. Part II: Appendices. Research Bulletin No. 9. May 1971.

4 Göte Klingberg and Bengt Agren: Expert Opinions on the Use of Literature in the Swedish Comprehensive School. A Taxonomic Approach to Requirement Analysis. Research Bulletin No. 11. May 1972.

5 Göte Klingberg and Monica Agren: Planning Literary Instruction. A Discussion of the Curricular Objectives for the Teaching of Literature in the Swedish Comprehensive School and a Rationale for Objective-Procedure-Criterion Units. Research Bulletin No. 13. December 1972.

1 INTRODUCTION

At the time of the start of the LIGRU Project, the place of literature in the Swedish Comprehensive School had for some years attracted attention:

1) The aesthetic cultural supply and its efficiency had been the subjects of discussion, which had in turn raised the question of the aim of literary instruction. In the debate it was maintained that a culturally poor environment should not be decisive, and that for this reason it is the task of the compulsory school to give all future citizens the chance of an equal start in life. On the other hand, the demand for objectivity could be interpreted as meaning that the school had to accept the culture already to be found among the pupils, that is, equality was held to mean that the culture of certain groups of society must not be regarded by other groups as inferior. The Swedish Comprehensive School Curriculum of 1969 does not appear to have taken a definite viewpoint as regards this problem. It is said there that "some evaluations in the description of aims, for example, in regard to problems of quality within the function of the aesthetic goals" had to be made clear.

2) The Curriculum of 1969 had listed "aesthetic functions" as one of the groups into which the goals of the Comprehensive School could be divided. They were defined as "the pupil's ability to experience and express aesthetic values". The concept of "aesthetic" had been the subject of discussions, however, also in the debate on literary instruction. A certain hesitancy as to whether the aim of this instruction was "aesthetic" or of another kind could be noticed. At any rate the opinion was expressed that literature could also serve goals of the school such as linguistic proficiency, historical and geographical information, the pupils' understanding of themselves, ethical and social development.

3) In the definition of "aesthetic functions" as implying "experiencing and expressing", given by the Curriculum of 1969, the problem of the importance of different kinds of pupil behaviour was also included.

It seemed important to make clear to what extent the aim of literary instruction was to yield knowledge, to encourage critical thinking, to provide emotional experience, to stimulate creativity, etc.

4) The choice of texts in the teaching of literature had been discussed. It seemed to be commonly thought that the pupils ought to come into contact with literature which they were interested in and could understand. One seemed to be more hesitant in the matter of which demands for literary quality ought to be put on the texts used, a question that was connected with the debate on the distinction between high and mass culture. Another topic for discussion was to what extent literature for children and young people, that is, literature especially aimed at the age levels in question, could replace literature for adults or, as it then had to be expressed, literature common to children, young people and adults. Since it was generally stressed that all instruction had to be individualized, it seemed essential that not only the average qualifications and interests of different school year levels, but also individual variation within the classes should be taken into consideration.

5) An all-round evaluation of the way the school fulfils its aims was emphasized, not least by the Comprehensive School Curriculum of 1969. Evaluation of literary instruction belonged to the problems of immediate interest, since it was obviously here a question, not only of testing knowledge, but also and maybe in the main of behaviours a good deal harder to measure.

6) The problems concerning literary instruction in the Comprehensive School had also attracted attention in that books for children and young people had acquired additional importance for the class teacher lines in the Swedish schools of education as well as for the training of teachers in the subject Swedish at the universities.

A central place in this problem complex was thus occupied by questions of goals and evaluation. During the 1960's, methods of teaching analysis had come into increased use in international as well as in Swedish educational research. The task of trying to utilize techniques of this kind in the work of the project thus presented itself immediately. The weighing up between aesthetic and other goals

(item 2 above) as well as between different types of pupil behaviour (item 3) constituted, for example, problems that it should be possible to elucidate through the use of a taxonomy of educational objectives. The aim of the LIGRU project was thus defined as to test the extent to which a systematic analysis of the objectives, instructional procedures and evaluation could benefit the teaching of literature in the Swedish Comprehensive School.

A research project has to pay attention to the methods used and, if possible, to develop them further. And it can hardly be said that there is a clear and uniform opinion about what is really meant by goal-based instruction. For these reasons the project has also included the working out of models for teaching analysis and an attempt to define goal-based instruction. That such work deals with urgent problems is demonstrated by the fact that the interest taken in the project has hitherto to a great extent concerned these very theoretical models.

2 BASIC THEORY

2.1 The concept of literature

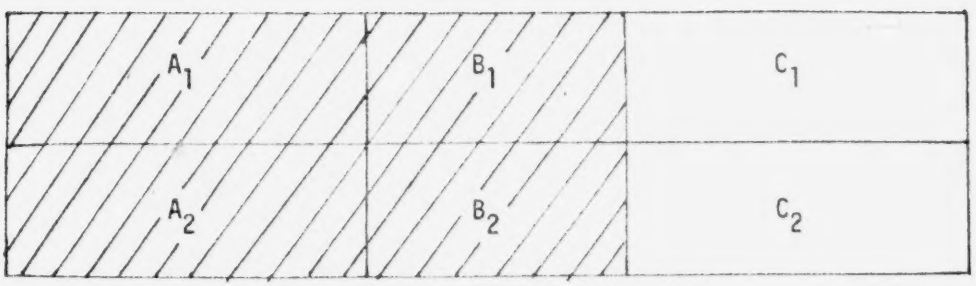
The project was designed to deal with the reading of literature. Now, the word "literature" occurs with different meanings, and it was thus necessary to define the project´s object of study. The problem is illustrated by Figure 1. Literature may denote printed (or written) material in general and, more specifically, works of the art of words. On the other hand, works of the art of words may be presented in other forms than in printing, for example, as oral story-telling and theatrical performances.

We did not think that we should take the expression "the reading of literature" literally. Literature offered to the consumer in the form of oral story-telling, theatrical performances, films, radio and television had to be included in our concept of literature. Even the pupils´ own production of literature belongs to literary instruction.

The demarcation in the horizontal plane between literature intended and not intended to be art (or, if one were perhaps not to tie the definition to the author´s intention, commonly or not commonly regarded as belonging to art) is important for the project, since it was surely not meant to deal with literature in the widest sense of the word, including textbooks on different subjects, encyclopedias and so on. This was evident from the start of the project, when the aesthetic goals of the Comprehensive School were stressed. The object of the project is the art of words.

It seems necessary to include Area B in Figure 1 in an attempt to define the different uses of the word literature. To this area we have to assign some essays, biographies, travel books and so on. We have said in previous reports that the object of our studies is the striped area in Figure 1. It would of course have been simpler to say that the object was fictional literature only. It may be that this is what it is from a practical point of view. And it was already said in 2 that "fictional literature must play the most important role in our considerations".

Figure 1. Different uses of the word literature



A = Fictional literature (intended to be art or commonly regarded as belonging to art)

B = Non-fiction intended to be art or commonly regarded as belonging to art

C = Non-fiction not intended to be art or not commonly regarded as belonging to art

1 = Printed (or written) media

2 = Other media (oral story-telling, theatrical performances, films, radio, television)

Striped area = Literature intended to be art or commonly regarded as belonging to art (works of the art of words)

Thus, instead of starting with the presumption that literary instruction has to be carried out in the Comprehensive School, thereafter to get stuck in the question what literature is, we were acting on the assumption that the Comprehensive School has art-oriented goals. These goals imply that the different art forms, music, pictorial art, the art of words, and so on, have their place in the Comprehensive School. Of course, we could have started with the highest questions, what the needs of man and society are, and what importance should be ascribed to art in this connection. But we did not think that this was the task of the project.

If one starts from a concept of literature not expressly defined as the art of words (or fictional literature), it may, for example, lead to the conclusion that it is of minor importance, if the pupils read a textbook, a car catalogue, a novel or a poem, since they all belong to "literature". Of course, this may well be said if the aim of this reading is, for example, knowledge of words or reading skill. But if one starts from the art-oriented goals, these types of "literature" cannot be placed side by side. In this case it must be demanded that the reading matter used can be counted among the works of the art of words. It is of course difficult to decide what is a work of the art of words and what is not, and it is not impossible that the textbook or the car catalogue may have such qualities that they could be used in order to reach art-oriented objectives. (In that case they belong to area B_1 in Figure 1.) But it is very likely that the novel and the poem are more suitable.

The difficulty may not be so great as it sometimes seems. All sounds are not music, all pictures are not pictorial art. That the works of the art of words are not only intended to be art offers no problem. Thus, an informative aim can very well be united with an aim to be art. There are many examples of this in novels, short stories, dramas, poems etc, written for adults as well as for children. It can surely be said that the producer of literature most often does not regard his aim as primarily art-oriented at all, though he chooses the form of the art of words in order to express his message.

The concept of literature has been treated in 2, 6-14; 4, C5-C6; 5, 4-6.

2.2 The concept of literary instruction

It was said in 2.1 that the art of words has its place in the Swedish Comprehensive School. We are not discussing whether it should be so, but proceeding from this assumption. Like other forms of art, the art of words is something that exists in society and something with which the pupils of the compulsory school should in some way come into contact. Examples of conceivable objectives in this connection are: "Observes the stylistic features of literary works", "Mentions some prominent authors of contemporary children´s books", "Reflects upon the importance of literature to children and adults", "Evaluates literature on the basis of his own criteria", "Is arrested by the excitement and atmosphere of literary works", "Gives expression to his experiences in a literary form".

But, as was also said in 2.1, the producer of literature often has other aims than to create a work of art. He chooses the art of literature as a form in order to express his message. From this it follows that there is an obvious possibility of using literature as a means of reaching other goals than that the pupils should come into contact with the art form as such. Examples of conceivable objectives like this are: "Reflects upon his own traits, needs, problems and behaviour", "Feels an affinity with other people", "Takes an interest in the state of affairs in different countries and during different periods". Since the art of literature is the art of language, it may also be used to reach language-oriented objectives regardless of the aim of the producer. An example of a conceivable objective like this is: "Reflects upon his and other people´s choice of words".

The teaching of literature or literary instruction can thus be defined in two ways:

1) as teaching in order to bring about contacts with the art form termed literature,
2) as teaching with the aid of this art form in order to reach objectives other than art-oriented ones.

This distinction has practical applications. We can say that it is evident that the products of the art form literature must be used in teaching of type 1. But when teaching is aimed at other goals than art-oriented ones, it is not necessary to use literature at all. We can thus conclude that if it is not clearly stated that a teaching of type 1 should take place at school, the art form literature may

unfortunately be neglected. On the other hand, there are obvious possibilities to use literature in a teaching of type 2, if one really wishes to give pupils as much opportunity as possible to come into contact with this art form.

The distinction between the two types of literary instruction has been used throughout the work of the project and was especially discussed in 2, 19, 217; 4, 16-24; 5, 5-6, 12.

2.3 Goal-based instruction

A fundamental idea in the work of the project is that instruction should be goal-based. At least it is the purpose of the project to test the extent to which goal-based instruction could benefit the teaching of literature in the Swedish Comprehensive School.

The idea of goal-based instruction can be expressed in the following two theses:

1. A curriculum must always be based on a choice between conceivable goals of instruction. The objectives of a compulsory school must be discussed by as many people as possible, and thereafter be expressed in a straightforward way in a central standard curriculum or in a curriculum drawn up on a local level.

2. Daily instruction at school must be based on and be in accordance with clearly formulated objectives of a curricular type.

These theses are old ones, but the application has been a long time in coming. They were once more expressed by the Swedish Education Committee of 1957 in its report on the Comprehensive School in 1961: "In the general debate one has hitherto on the whole got no further than to declare that it is most important that the activities of the school are based on defined valuations and directed towards fixed goals. The question as to which those goals should be, has been paid less attention. In spite of all this, the work on the shaping of a curriculum for the nine-year comprehensive school must begin with a serious attempt, from available findings and experiences, to decide on the present goals of the school and its main tasks as a stage in a more long-term school programme... To the extent that these goals and tasks of the school can be expressed in a clear and concrete way, they will guide practical work in everyday school situations."

Ten years later, in 1971, a team within the National Board of Education, working on marking questions, still regards goal-based instruction in a perspective of the future: "The overlapping educational objectives (meaning, surely, the superior goals common to several subjects) can be more clearly expressed in the (central standard) curricula. The general recommendations of the curricula are in their present essayist wording often experienced as verbose. On the whole there is no systematization of the overlapping objectives, certain objectives are mentioned several times, other objectives are only shortly referred to or taken for granted. This ought to be taken up in further work on curricula... The objectives (of separate subjects) can in many cases express in a clearer way behaviours, skills and attitudes aimed at in the pupil... In further work on curricula one should perhaps replace the "main items" with component objectives or goal areas that to a greater extent express desired pupil behaviour... A freer but at the same time more active course planning in the individual school should give clearer information about the objectives (that is, objectives broken down to the classroom level). It is then important that teachers and pupils work together."

This retrospect could seem to imply that the theory of goal-based instruction should now be accepted by all. This is not the case, however. There is much negative criticism. As was said in chapter 1, the project had to include in its work an attempt to define goal-based instruction. The reason for the negative criticism must, in the opinion of the project, be an unclear conception of what is to be meant by such instruction.

To begin with, three objections, the first and the third especially important with regard to literary instruction, will be answered here.

Objection 1: The theory is behaviouristic and will concentrate instruction on such external behaviours as are easy to observe. Objectives that are essential but hard to measure will be overlooked.

Against this it can be argued that even behaviours that are difficult to observe, such as "internal responses" and attitudes, are nevertheless behaviours. The method of expressing the objectives as behaviours of the pupil is a useful technique but has nothing to do with behaviourism - even if, from a historical viewpoint, much work on the formulations of objectives has been done by behaviourists. The demand that it should be possible to observe the behaviour

described in the objective is not included in our theory. A great many of the goal descriptions that one has to work with in literary instruction are of a kind that may be regarded with suspicion by the true behaviourist. But they should be put forward all the same, if society wishes these behaviours as a result of the school's activity. The principal reason for having the objectives express behaviours that can be observed, is that it should be possible to evaluate them (work on educational objectives has to a great extent been carried out to facilitate evaluation). Evaluation is surely an important thing, but it is of subordinate importance in relation to the laying down of objectives. Only when the objectives have been laid down is the time right to discuss in what way the products may be possible to evaluate. There are also other ways than to observe the behaviour formulated in the goal description directly: it is, for example, possible to observe a visible result of an invisible pupil behaviour. If it comes to the worst, one has even to accept that one cannot check the outcome.

Thus there is no reason to fear that objectives that are essential but difficult to measure should be overlooked in a goal-based instruction. The reason why the objectives are to be laid down explicitly is that it would be absurd if the aim of a school or type of school should not be formulated in such a way that it could be discussed by all citizens and understood by teachers and pupils.

Objection 2: Explicit formulations of goals tie instruction in such a way that the teacher (and the pupil) has no longer any freedom.

When work on the definition of objectives is included as a technique in the construction of an instruction programme or other teaching aid, instruction will of course be tied to this programme or teaching aid. But this does not mean that teachers and pupils do not have any freedom. Their freedom lies in the right to choose between different programmes and the right to construct instructional procedures themselves.

It may be a good technique to use defined goal descriptions when constructing an instruction programme or other teaching aid. But it is even more important to formulate objectives on a more general level, for example of the type that the LIGRU Project calls "curricular objectives". (That objectives can be formulated on more general as

well as on more specified levels will be exposed in detail in section 2.5.) Objectives on a more general level do not affect the freedom of the teacher (and the pupils) to choose between different instructional procedures.

Giving the teacher (and the pupil) complete freedom to choose even the more general goals without any influence from above (so that they could, for example, decide if they wanted to deal with literature at all or not), is fully conceivable, although it is an impossibility in Swedish educational tradition. But even if this possibility were given to the teacher and the pupil, this would not affect the principle of goal-based instruction. In such a case the effect will only be that it will be up to the teacher and the pupil to formulate the objectives on all levels.

The problem of the freedom of the teacher and the pupils has nothing to do with the question of whether goal-based instruction is of value or not. It will have to be discussed in its right connection.

Objection 3: The humanities, for example, an art form such as literature, constitute an area of such a specific kind that its goals cannot be described in the logical way that work on the formulation of objectives implies.

It may be that it is more difficult to formulate the objectives of literary instruction than of some other of the school's activities. But for this very reason it is important that they are formulated. If one refrains from this formulation, the danger arises that it will be impossible to bring the goals up for discussion and that the results will be more or less accidental. There is no reason to suppose anything else than that a discussion of the goals of the school and the expression of them in a systematic way will also support true humanistic aims such as, for example, the aim to develop individual personalities.

2.4 The technique of formulating objectives

To formulate objectives is a technique that aims at facilitating goal-based instruction. There are presumably different possible ways of doing this. The project has accepted the widely used method of

formulating the goal as a behaviour of the pupil (instead of, for example, describing what the teacher does or what is going on at school). This idea is certainly a behaviouristic approach, but as has already been said in 2.3, the use of this technique must not be confused with behaviourism.

An objective should include a description of the object of the expected pupil behaviour. A goal description is thus made up of two parts: 1) a behaviour of the pupil (as, for example, "interprets"), 2) an object of this behaviour (as, for example, "the message of literary works"). The verbs expressing pupil behaviour used by the project are generally in the third person singular present tense, the subject "the pupil" being understood.

The formulation of goal descriptions was dealt with in 1, 51-55; 2, 23-26.

2.5 Objectives on different levels of generality

It is generally understood that objectives can be formulated with a varying degree of generality. In spite of this, much opposition to goal-based instruction appears to be due to insufficient understanding of this fact (cf. the discussion of the freedom of the teachers and the pupils in 2.3). A division of goal descriptions into three levels of generality is an important part of the basic theory of the project. The three levels are illustrated by Figure 2.

The first level is applied when one is using a taxonomical system in order to give opinions on what is important at school. This means that one is stressing an area of objects of behaviour (for example, manual or ethical-social goals) or a certain type of behaviour (for example, emotional or creative behaviour) or, if one is using a two-dimensional system, both the behavioural type and the object area at the same time.

On the second level, behaviour and object of behaviour are explicitly stated, though different specific matter and technical modes of instruction are still allowed for. On the third level, the objective includes descriptions of specific matter and technical modes of instruction.

Figure 2. The three levels of generality

Level of generality	Definition	Example	Decision-making authorities
1	Behavioural type and object area given	Behaves in a higher cognitive way as regards art (or, the art of words)	Parliament, government
2 (Curricular objectives)	Behaviour and object of behaviour explicitly stated though allowing different matter and technical modes of instruction	Interprets the message of literary works	Planning committees on a central or on a local level
3 (Procedure and criterion objectives)	Behaviour and object of behaviour explicitly stated and attached to specific matter and specific technical modes of instruction	Finds two essential respects in which the author of the novel X wants to change society	Teachers (and pupils), producers of educational material

Much work of "educational technology" has been directed towards objectives on the third level of generality. It seems that authors introducing or defending this type of goal description are tempted to underestimate goal descriptions on the two higher levels. They often try to show that the latter types of goal descriptions are unclear, choosing rather bad examples of objectives on these levels. However, the difference between goal descriptions of varying generality is not that some are worse and some are better but that they are to be used in different connections. The three levels of generality are all equally important though belonging to different decision-making authorities.

The first level can, above all, be seen as the level of parliament and government. One can expect such authorities to emphasize, for example, that manual goals are to be fostered in an otherwise rather theoretical school (i.e. accentuating an area of objects of behaviour), that creativity is something that the school must cultivate (i.e. emphasizing a behavioural type) or that one should try to get the pupils interested in social problems (i.e. putting the stress on both a behavioural type and an area of objects of behaviour at the same time). There is really nothing obscure about these statements and it is very important that such things are said by decision-making authorities on this level.

Goal descriptions on the first level must, however, be made less general to be of practical use at school. In other words, they have to be broken down to a lower level of generality. The breaking down from the first to the second level of generality is a task for authors of central standard curricula or local planning committees, the breaking down from the second to the third a task for teachers (and pupils) and producers of educational material. Synonymous with "second level objectives" we are using the expression curricular objectives, and synonymous with "third level objectives" procedure and criterion objectives.

That instruction is goal-based should mean that it is governed by explicitly stated curricular objectives. These objectives cannot be reached by a single lesson or another isolated form of activity. But the separate lessons etc. are governed by the curricular objectives through being consciously aimed at contributing to the behaviours described in them. Since instruction systematically returns to the

curricular objectives, and the effects of the chosen procedures are observed, the teacher knows that a step, albeit small, has been taken towards the behaviours defined by the curricular objectives.

It may be observed that the concept of breaking down (as used here, from a higher to a lower level of generality) is to be distinguished from another form of specification, the limiting of the scope of the object of behaviour described in a curricular objective. "Interprets the political message of a novel" is still a goal description of the curricular type, although the object of behaviour has less scope than in the objective "Interprets the message of literary works". "Finds two essential respects in which the author of the novel X wants to change society", on the other hand, is an example of a breaking down to a procedure and criterion objective. This objective implies a procedure (reading of the novel X and some technique of stimulating observation of political ideas) and a criterion (the statement of the two political ideas).

The levels of generality have been treated in 2, 29-38; 4, 15-16; 5, 6, 8-10.

2.6 Objective-procedure-criterion units

The model of goal-based instruction is very simple: through the goal descriptions we state terminal behaviour of the pupils, these behaviours must be stimulated and trained during instruction, and the existence of these behaviours after instruction must be observed. We call the description of an expected behaviour of the pupils an (educational) objective, the description of a situation in which the behaviour described in an objective can be stimulated and trained an (instructional) procedure, and the description of a technique that is suitable for observing the outcome of a certain objective an (evaluative) criterion.

The unity of objective, procedure and criterion ought to be stressed when giving suggestions to teachers and producers of educational material through listing, at the same time, the objective, a corresponding procedure and a criterion or criteria. We call the description of such a combination an objective-procedure-criterion unit (O-P-C unit).

When constructing an objective-procedure-criterion unit, we start from a curricular objective (a second level objective). The generality level of such objectives implies that they are usually to be considered as objectives for the type of school in question as a whole, but not as objectives for a certain school year or even for a department of the school. Both the pupil characteristics of a certain school year and the individual variation within a class come to the fore when procedures are chosen for O-P-C units. It must be possible to construct several parallel procedures suitable for stimulating or training behaviours accounted for in a curricular objective. The procedures do not emerge from the curricular objectives. But the procedures must be co-ordinated with the curricular objectives. We call the co-ordinating of instructional procedures with curricular objectives procedure analysis.

The choice of a procedure means a construction of a procedure and criterion objective, where the behaviour of the pupil and the object of this behaviour are attached to specific matter and specific technical modes of instruction. The unique position of the curricular objectives is demonstrated by the fact that it is debatable how important it may be to formulate the procedure and criterion objectives. Teachers are nowadays very often encouraged to do this. But it is interesting to note that the argument against formulated objectives is often that it seems unnecessary to formulate a very large number of such objectives verbally. The aims of the school must be expressed in such a clear way that they can be discussed in society and, when approved of, govern instruction at school. But it is being realized more and more in international educational debate that these objectives are what we have called here the curricular objectives. We can very often abstain from formulating the procedure and criterion objectives, since they are implicitly stated through the reported procedures. We only formulate the procedure and criterion objective(s) in an O-P-C unit if it seems appropriate to do so, for example, if the formulation gives a clearer arrangement of the procedure. (These objectives will, however, turn up when criteria are described since they express criteria.)

O-P-C units are not, of course, meant to be described for use at school. This would imply that procedure and criterion objectives were being made into curricular objectives. The units can be regarded only as an aid for those who wish to use them or who want to construct other units themselves.

O-P-C units may describe more general as well as more specified procedures. Given a more general idea, the teacher can specify as he chooses. He can also, however, be interested in getting suggestions for detailed specification. In a procedure for literary instruction it is, for example, possible to tell how a behaviour of a certain type can be trained without prescribing a specific literary text to be used. But the teacher could also be interested in getting suggestions for suitable literary texts. Alternative procedures of a more specified type are particularly valuable when one wants to take into account the qualifications and interests of the pupils on different school year levels and the individual variation among pupils in the same class.

We call a co-ordinating with objectives of techniques suitable to observe that the objectives have been reached criterion analysis. The simplest case is, of course, when the procedure and criterion objective, which has been stimulated and/or trained through the chosen specific procedure, is to be evaluated. It is, however, after all the curricular objectives that should be evaluated. It must therefore be possible to evaluate using other criteria than the criterion observing the effect of the procedure that was used during instruction. When, for example, the curricular objective "Interprets the message of literary works" is broken down to a lower level for use in instruction, this implies, among other things, that the behaviour is trained on selected literary texts. There is the possibility, however, of testing the trained behaviour according to the curricular objective using other literary texts. An O-P-C unit will advantageously list such alternative criteria.

Different technical ways of presenting the co-ordination of objectives, procedures and criteria have been found. The most common type seems to be that objectives are linked with procedures but not at the same time with criteria. There is also a type where objectives are linked with criteria, but where no account is given of procedures. A third type brings objectives, procedures and criteria together. Some models dealing with literary instruction start, not with the objectives, but with the literary texts.

The most advantageous way must be to co-ordinate all the three components of goal-based instruction. The curricular objective is the starting-point. The O-P-C unit form used by the LIGRU Project is presented in Figure 3.

Figure 3. Proposed arrangement of an O-P-C unit form

Object area: Object sub-area:	Behavioural type:
Curricular objective:	
Procedure: (if convenient, divided into) General procedure and Specified procedure (If desirable, procedure and criterion objectives may be listed)	
Criterion(a):	
Pupil characteristics: (in terms of department, school year, individual ability or interest that seem to fit the procedure and the criterion(a))	
Alternative criterion(a): (of curricular objective) Pupil characteristics:	
Related curricular objective(s): (if appropriate, divided into) Preceding curricular objective(s) and Subsequent curricular objective(s)	
Source used (if any):	

A rationale for O-P-C units and a discussion of the best technical way of presenting them are given in 5, 81-113.

2.7 Complex instructional units

There must often be several curricular objectives for a lesson or another type of separate activity at school, and thus more complex instructional units than the objective-procedure-criterion units have to be built up. This does not mean that we are going back to an unsystematized way of teaching. The complex instructional units will have a clearer and a more goal-referenced structure when they are based on O-P-C units.

It is not so easy to draw the dividing line between O-P-C units and complex instructional units, however. One can in fact speak of a continuum between two extremes. The "pure" O-P-C unit can sometimes be enough for an activity at school. But even in an O-P-C unit more than one curricular objective will often more or less automatically be present. This is demonstrated by the "related curricular objectives" in Figure 3. There cannot be any reason for opposing procedures that touch upon different objectives. In a way it would be of value for the teacher to be able to choose, from possible alternative procedures, those which, to some extent, also train behaviours that he is anxious not to neglect or that he wants to stress particularly. The only thing to be observed is that the objectives in question are accepted as curricular objectives. It would be more doubtful if we relied on procedures that would seem to stimulate and train objectives which are regarded as unimportant or, if it comes to the worst, as ineligible.

When we caption a description of an activity at school with the title of a literary work and not with a curricular objective, we can talk of a true complex instructional unit. Of course, the goal-based structure should be evident through the stating of the objectives that can be reached and of criteria co-ordinated with these objectives. What we gain through basing complex instructional units on O-P-C units is an intensification of the concentration on the goals. There is always a risk that the curricular objectives are more loosely conceived when literary works, and not the curricular objectives, are

the starting-points. We should, however, also be inclined to stress that there should not be too many curricular objectives listed in a complex instructional unit with a literary text as the uniting element. It is always better to reach some clearly defined objective through a lesson etc., than to try to accomplish a lot.

Lastly in our continuum we come to whole instructional programmes, where several complex instructional units are put together.

The complex instructional units are treated in 5, 161-165.

3 THE DESIGN OF THE LIGRU PROJECT

The purpose of the LIGRU Project was defined as to test if and how the teaching of literature in the Swedish Comprehensive School could be rendered more effective through a goal-based instruction. Building on the basic theory outlined in chapter 2 (which, however, to a considerable extent had to be worked out in the course of the project), this has meant two main tasks:

1) To try to formulate a systematically arranged list of curricular objectives for the teaching of literature in the Swedish Comprehensive School, which could serve as a basis for discussions on both a central and a local level.
2) To collect instructional procedures and evaluative criteria in the field of literary instruction and in a systematic way to co-ordinate procedures and criteria with the formulated curricular objectives, i.e. to construct objective-procedure-criterion units.

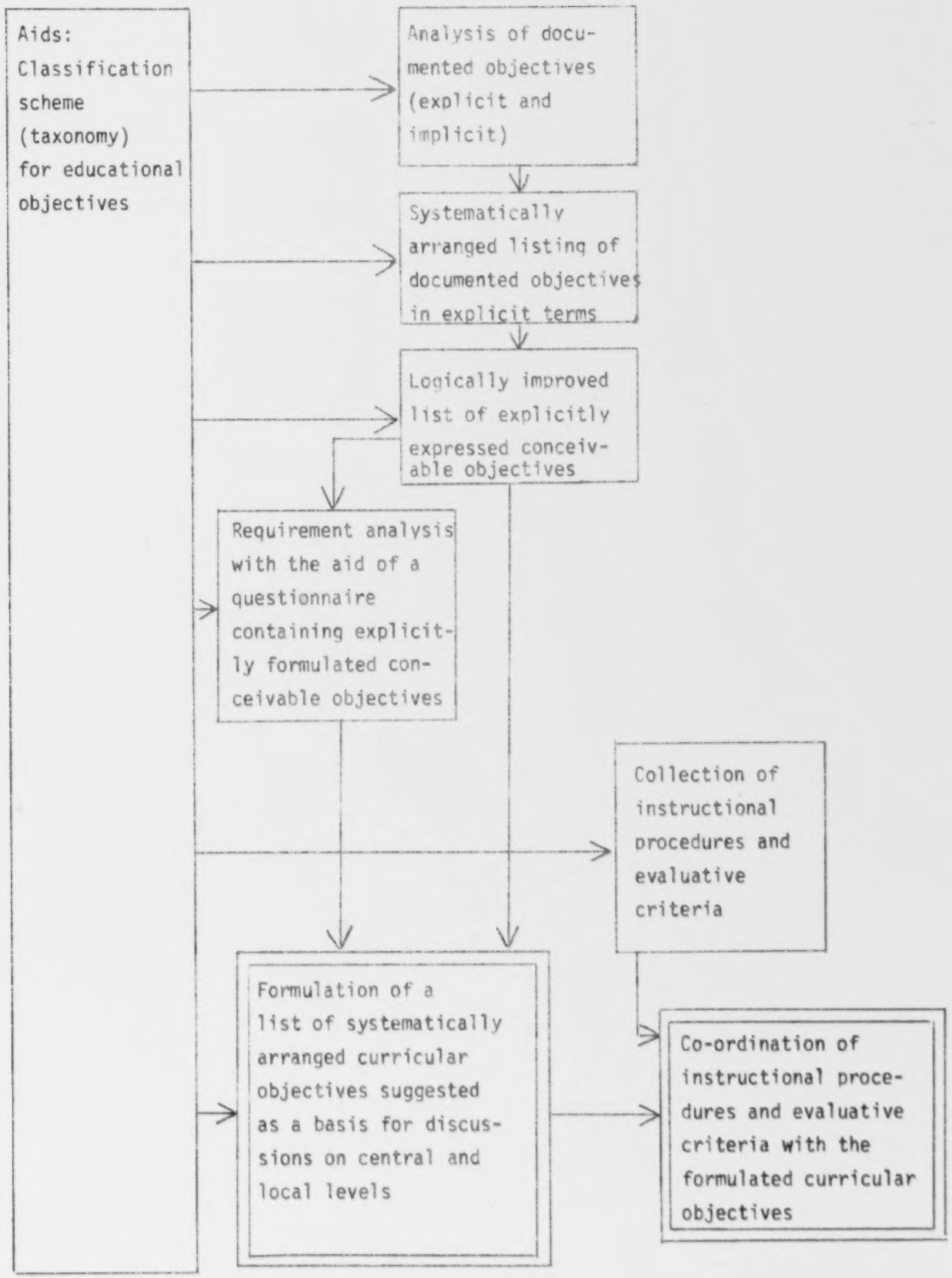
The design is illustrated in Figure 4.

3.1 Drawing up of explicitly formulated and systematically arranged curricular objectives

The goals of literary instruction can be of many different kinds. The aim could be regarded as to bring about contact with the art of literature as such, but literature is also often meant to be suitable for serving goals such as linguistic proficiency, historical and geographical information, the pupils' understanding of themselves, ethical and social development (Introduction, item 2). The problem also arises as to what kinds of behaviour literary instruction should train, if its aim is to yield knowledge, to encourage critical thinking, to provide emotional experience, to stimulate creativity, etc. (Introduction, item 3).

The first part of the goal analyses of the LIGRU Project was to try to construct a list of the many conceivable curricular objectives of literary instruction, systematically arranged through some sort of classification. The list was intended to constitute a basis for the ensuing work.

Figure 4. The design of the LIGRU Project


Aids:
Classification scheme (taxonomy) for educational objectives
Analysis of documented objectives (explicit and implicit)
Systematically arranged listing of documented objectives in explicit terms
Logically improved list of explicitly expressed conceivable objectives
Requirement analysis with the aid of a questionnaire containing explicitly formulated conceivable objectives
Collection of instructional procedures and evaluative criteria
Formulation of a list of systematically arranged curricular objectives suggested as a basis for discussions on central and local levels
Co-ordination of instructional procedures and evaluative criteria with the formulated curricular objectives

When the project was first planned, it was intended to use for the scheme of classification those general aims of the activity of the Comprehensive School listed in 1961 by the Swedish Education Committee of 1957. These aims are also found in the Swedish Comprehensive School Curriculum of 1962. When the project started, a later such list appeared in the new Comprehensive School Curriculum of 1969. In the course of the work it was found, however, that none of these lists was wholly suitable for the purpose. Following a study of various taxonomic work already in existence, the project began the construction of its own taxonomy for the classification of educational objectives. This taxonomy was to be a much more prominent feature of the project than was first expected. It has not only been used in order to catalogue the collected goal descriptions, but has also been an instrument used throughout the work of the project.

The collecting of conceivable curricular objectives of literary instruction was done through a goal document analysis, i.e. an empirical study of goals expressed in curricula, teachers' manuals and educational debate. In all, 79 sources from 12 countries were used. Both explicit and implicit formulations were collected, the latter being turned into explicit terms. The ensuing classification provided an overall view of the material and placed the goal descriptions in logical groups.

In the published list of documented objectives, the goal descriptions are dependent on the phrasing in the source. This means that there is room for improvement of the formulations. It is also possible to add to the empirically compiled list of objectives. In this way logically improved lists of explicitly expressed conceivable curricular objectives may be achieved. One such list was used as a questionnaire in a requirement analysis, i.e. an empirical study of goals emerging from inquiries to experts, representatives of higher education, the public, etc. In the case of the LIGRU Project expert opinions were wanted, the experts being defined as persons who had been occupied with the development of literary education in the Comprehensive School, and/or whose attention had been directed towards improvement and progress and who were looking into the future. It was thought that such persons could be found among lecturers in methods of teaching literature, literary scholars, authors of children's books, children's librarians, and protagonists in the more general field of cultural debate.

The list of systematically arranged curricular objectives was constructed on the basis of the results of the requirement analysis. In constructing this list, the findings have, however, also been discussed with regard to the text of the Swedish Comprehensive School Curriculum of 1969 and from our own point of view.

The steps of the goal analyses of the LIGRU Project will in the present report be accounted for in the following chapters:
The taxonomy (Chapter 4)
The goal document analysis (Chapter 5)
The requirement analysis (Chapter 6)
The list of curricular objectives (Chapter 7)

3.2 Co-ordination of procedures and criteria with curricular objectives

The second task of the project was to collect instructional procedures and evaluative criteria in the sphere of literary instruction and, with the help of this collected material, to try to co-ordinate procedures and criteria with the formulated curricular objectives, i.e. to construct objective-procedure-criterion units.

The collecting of a material of procedures and criteria was done by searching through teachers' manuals and similar documents from different countries, through complex tests for marking and diagnostic purposes and through theoretical treatments of literary evaluation. The aim of this collecting was not to enable us to give an empirical description of what procedures and criteria are in use. What we wanted was a material for further work, as comprehensive as time permitted.

The collected material was further sorted. The sorting was done in two steps. First, we tried to get an overall picture of the material by classifying the procedures and the criteria according to the taxonomy used in the goal analyses, i.e. according to explicitly expressed or implicitly present objectives. The second step was to try to find such procedures and criteria in the material that could be used in objective-procedure-criterion units headed by the curricular objectives in the proposed list of such objectives.

Some objective-procedure-criterion units were constructed in order to test the practical use of the O-P-C unit form (Figure 3).

The work on the co-ordination of procedures and criteria with curricular objectives will be accounted for in the following two chapters:
Collecting and sorting of procedures and criteria (Chapter 8)
Constructing of objective-procedure-criterion units (Chapter 9)

3.3 Practical application

The present report is a summary of the project's basic work on the teaching of literature. The aim of this work is to render literary instruction in the Swedish Comprehensive School more effective. To reach this objective, there must also be work on the practical application at school as well as continued research work. This further work should include the construction of O-P-C units, the testing of the effects of a goal-based literary instruction and the development of aids for such instruction.

A survey of these tasks will be given in chapter 10.

4 THE TAXONOMY FOR THE CLASSIFICATION OF EDUCATIONAL OBJECTIVES

Note on the expression 'educational objectives'. A distinction between "instructional" and "educational" objectives is sometimes found in educational literature (cf. 2, 30). When the distinction is used, the aim is to distinguish between different levels of generality of goal descriptions. In the terminology of the LIGRU Project all formulations of the goals of the school are called educational objectives. The categories of the taxonomy constitute the first level of generality. Educational objectives on the second as well as on the third level (curricular and procedure and criterion objectives respectively) can be assigned to these categories.

The scheme for the classification of educational objectives that has been devised in the course of the project took its starting-point in a study of previous taxonomic work. A survey of some different systems is given in 1, 7-21. There are mainly three different types of classification schemes:

1) The goal descriptions are grouped according to the areas to which the objects of pupil behaviour belong, e.g. the language area, the area of health, the area of social contacts.

2) The goal descriptions are catalogued with a view to different types of pupil behaviour, e.g. cognitive behaviour (as accounting for knowledge, reflection, judgment), emotional response and display of attitudes.

3) The goal descriptions are placed in a two-dimensional grid, where the object areas are placed on one axis and the behavioural type on the other. In this case there are two sub-types:

3a) Different object areas have different lists of types of pupil behaviour.

3b) The same behavioural types are used for all object areas.

There are also intermediate forms, however. Sometimes, object areas and behavioural types are even mixed up.

Since an educational objective, according to our theory, ought to contain a description of a pupil behaviour as well as a description of an object of this behaviour (cf. 2.4), taxonomies of type 3 must be the most useful. It can be said in favour of a taxonomy of type 3b that it is easier to grasp and more practicable for comparisons.

The taxonomy of the LIGRU Project belongs to type 3b. On one axis are listed eleven object areas (in the alphabetical order of the English words): the art-oriented area, the ethical-social area, the language-oriented area, the logic-oriented area, the manual area, the mathematics-oriented area, the area of mental hygiene, the nature- and technology-oriented area, the area of physical training and health, the society-oriented area and the work-oriented area. On the other axis there are six behavioural types: reproduction, higher cognition, emotion, conation, creativity and function.

> A note on terminology. In the earlier reports the expression "goal area" instead of "object area" was used. The reason for the change to "object area" is that the goals describe the behaviour and the objects of behaviour to the same extent. We have sometimes called the object of behaviour the content, as is often the case in educational literature, and in 4 the expression "content area" was used to denote minor areas into which the object areas could be divided. This expression is also debatable, however, since some authors use "content" in the sense of objective, i.e. also comprising behaviour. In 5 we have called such minor areas object sub-areas.
>
> The art-oriented object area has in all previous reports been called the "aesthetic area". The reason for changing the term is given in the next section.
>
> Lastly, is may be pointed out that the behavioural types were originally called "aspects". Since this word has various meanings, it seems better simply to speak of behavioural types.

The classification scheme is reproduced in Figure 5. In this form it is designed to be used in goal document analyses, which is why it has been enlarged with a column at the left for goal descriptions where the behavioural type has not been specified, and with a line at the bottom for goal descriptions where the object of behaviour is not specified. Each cell has been given a number for identification purposes.

The object areas

It will probably not be necessary to explain here in detail how the different object areas are defined. The definition of the areas is illustrated by the examples in the summary of the goal document analysis in chapter 5.

Some words should be said about the art-oriented object area, however. As was just pointed out, this object area has in all previous reports been called the "aesthetic area". When this term was intro-

Figure 5. Scheme for the classification of educational objectives

OBJECT AREAS	BEHAVIOURAL TYPES						
	Behavioural type not specified	Reproduction	Higher cognition	Emotion	Conation	Creativity	Function
Art-oriented area	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Ethical-social area	(20)	(21)	(22)	(23)	(24)	(25)	(26)
Language-oriented area	(30)	(31)	(32)	(33)	(34)	(35)	(36)
Logic-oriented area	(40)	(41)	(42)	(43)	(44)	(45)	(46)
Manual area	(50)	(51)	(52)	(53)	(54)	(55)	(56)
Mathematics-oriented area	(60)	(61)	(62)	(63)	(64)	(65)	(66)
Area of mental hygiene	(70)	(71)	(72)	(73)	(74)	(75)	(76)
Nature- and technology-oriented area	(80)	(81)	(82)	(83)	(84)	(85)	(86)
Area of physical training and health	(90)	(91)	(92)	(93)	(94)	(95)	(96)
Society-oriented area	(100)	(101)	(102)	(103)	(104)	(105)	(106)
Work-oriented area	(110)	(111)	(112)	(113)	(114)	(115)	(116)
Object of behaviour not specified	(0)	(01)	(02)	(03)	(04)	(05)	(06)

duced in 1, the reason was simply that this expression was found in much earlier taxonomic work. It became necessary, however, to define what should be meant by "aesthetic". This was done in 2, 17-20. There are two main possibilities. Either the concept of aesthetic can be interpreted as representing beauty in all its manifestations, in art, but also, for example, in nature and in social life, or it can be related only to art. We chose the latter alternative. The concept of "aesthetic" has nevertheless been a recurring theme for internal discussions throughout the years of the project. This was, among other things, because of the opposition that our definition of the art form literature as "literature with aesthetic intention" met with (this definition was used in Figure 1, here in 2.1, when it was first presented in 2, 9, and in the introduction to the requirement analysis questionnaire, cf. 4, 25). Some opposition was also met with implying that one could not tie the definition of literature to the intention of the author (cf. 4, C 5). To avoid any misunderstanding we are now speaking of the art form literature as "literature intended to be art or commonly regarded as belonging to art" (cf. 2.1). In the same way the corresponding object area of the taxonomy is not called the aesthetic but the art-oriented object area.

All conceivable objectives of a compulsory school should be covered by the taxonomy. But it is possible, and sometimes surely appropriate, to divide the object areas further. We have called such parts object sub-areas. For example, one may feel inclined to divide the society-oriented goals into history-oriented, economy-oriented, conception of life-oriented goals, etc. The art-oriented object area could perhaps be regarded as another one of these sub-areas of the society-oriented area, although it has been allotted its own place in the taxonomy. This object area or object sub-area could, in its turn, be divided into one sub-area of music, one of pictorial art, one of graphic art, one of the art of literature, etc. In the list of curricular objectives proposed in 5, the objects of behaviour belonging to the art form literature are further divided into six sub-areas: The literary works and their content, The form of literature, Evaluation of literary works, The authors, Literature in society, and Literary creativity.

Standard curricula, educational schools or individuals may wish to place the object areas in order of rank. The classification scheme has no such wish, however, which is the reason for their being arranged in alphabetical order.

The behavioural types

To begin with, we have made use of the division of the "mind", known from classical psychology, into cognition, emotion and conation.

In accordance with the major division of the Bloom group of their six cognitive levels into "knowledge" and "intellectual abilities and skills", or in keeping with the distinction made by the Swedish Comprehensive School Curriculum of 1969 between "good basic knowledge on the one hand and general ability to use sources of knowledge, apply one's knowledge and grasp the connection between facts on the other hand" (General section, 12), the scheme finds it sufficient to have two levels of cognition, a lower and a higher. For the lower level we have used the term "reproduction", which includes what is generally called knowledge, data recall, but will also comprise reproduction of movements.

In the Swedish Comprehensive School Curriculum of 1969 emotion and conation are brought together into the concept of "emotional functions" (General section, 72). It would seem to be of some advantage not to bring these two behavioural types together, however, and the classification scheme lists both emotion and conation.

It was thought that creative behaviour should also be listed among the behavioural types. This category includes one of the cognitive levels of the Bloom group, the "synthesis". But creative behaviour does not seem to be only cognitive, it also has both emotion and conation as prerequisites. Creative behaviour is generally thought to require a wealth of ideas or originality. However, the concept of originality is not understood by the classification scheme in any other way than in relation to the pupil's immediate surroundings, the circle of family, school and friends.

The concept of "functional behaviour" corresponds to the "action patterns" of Kearney. These are said to be not only the things the pupil knows and can do but what he normally does because of his disposition to do so. In all fields of activity at school the ultimate

result should be that the pupil, as a pupil but perhaps above all as an adult, functions in an appropriate way in everyday life.

A way of defining the types of behaviour is to state examples of verbal forms that may assign goal descriptions to the different types. A list of this kind was published in 1, 32. The following has been modified to some extent:

Reproduction:	mentions enumerates identifies gives an account of reproduces
Higher cognition:	registers observes reflects upon interprets compares classifies relates to forms an opinion about discusses evaluates
Emotion:	enjoys finds satisfaction in experiences security in has confidence in shares the feelings of feels an affinity with is emotionally reached by disapproves of
Conation:	is interested in chooses looks for strives for seeks to takes pains with avoids rejects
Creativity:	gives shape to proposes creates re-creates finds new ways to finds a personal solution to contributes ideas improvises reorganizes pictures in his imagination
Function:	takes part in makes use of respects keeps himself informed of improves in acts in accordance with stands up for

However, as has already been pointed out in 1, such a list must be used with caution. The meaning of a word may change in different contexts.

The functional behavioural type is seen as a complex of all the other behavioural types (although creativity is perhaps not logically a necessary condition for function). It is therefore possible to regard the six behavioural types from a hierarchical point of view. That higher cognitive behaviour builds on reproduction seems obvious. Emotional behaviour is tied to a cognitively perceived object, but there is hardly any need of real knowledge to be able to delight in a colour that one finds beautiful. On the other hand, intellectual joy is tied to higher cognitive behaviour. The emotional level therefore seems to be parallel to the cognitive levels. Both cognition and emotion are a basis for conative behaviour (interest, for example). In its capacity as motivation, conation, on the other hand, has a retrograde effect on cognition. Behind creative behaviour is knowledge and judgment as well as feeling and interest.

The question of the hierarchy of the different behavioural types is of interest in connection with the sequencing of objectives, i.e. the arranging of objectives in the order in which they ought to be objects of learning, since sequencing of objectives should not only be done with regard to the objects of behaviour (the matter), but also with regard to the behavioural types.

The taxonomy is not meant to be a normative one. Thus it does not state which kinds of objectives are of greater or lesser importance, for example, for the Swedish Comprehensive School. The classification scheme is designed as an instrument for research, i.e. to describe and arrange what others mean to be important objectives.

5 THE GOAL DOCUMENT ANALYSIS

The aim of the goal document analysis was to get a material, as comprehensive as possible, of conceivable objectives of literary instruction. For this reason foreign sources were also used. However, the purpose was not to investigate differences between different countries, which is, of course, another interesting type of research where a goal document analysis could be used.

In all 79 sources, 24 from Sweden and 55 from other countries, were used. The sources consisted of standard curricula, teachers' manuals, articles and pamphlets.

The aim was not to describe the sources as such. Consequently, in the collection of passages from the sources, we have not tried to include every possible sentence that with effort could be translated into a goal description.

The whole of any text passage used is given verbatim in 3. Through this procedure the reader has the opportunity to see from which contexts the formulated goal descriptions are taken. The report 3 may moreover be said to serve as an anthology of statements concerning literary instruction.

Explicit goal descriptions are rare in the sources; generally the objectives are only implicitly expressed. Thus more often than not it is the object of behaviour (the matter) that is described, instead of an objective in behavioural terms. There may be a mention of what the teacher does, but not of what the pupil does. Sometimes the objectives had to be unravelled from a complicated skein of words, where different lines of thought had to be differentiated from each other. The technique of formulating goal descriptions has already been described in 2.4.

After the goal descriptions had been formulated they were catalogued with the help of the taxonomy described in chapter 4. One difficulty was that certain goal descriptions could not be placed in only one of the cells of the classification scheme but had to be put into two or more cells. This problem was dealt with in 1, 55-60 and 2, 40. As to the behavioural type dimension, the reason for the spreading may be

that the verbal form used by the source comprises more than one type of behaviour. Examples are the English verbs "experiences" and "appreciates", which can imply not only behaviour of a higher cognitive but also of an emotional type. We have tried to interpret the source text in such cases, and sometimes we thought that we understood which behavioural type was aimed at. When we had difficulty in making this decision, the goal description was, however, put into more than one cell of the classification scheme.

When the spreading occurs in the object area dimension, the cause can be a similar obscurity in the source. The verb form "reads" may imply that the object of behaviour belongs to the art form literature, but it may also signify just a language-oriented objective. When it seemed difficult to make a decision, the goal description was put into two cells. A spreading in the object area dimension can, however, also signify that the described object of behaviour in fact belongs to two object areas. "Discusses human behaviour" is a higher cognitive objective that belongs to learning sequences leading to functional behaviour in the ethical-social object area as well as in the area of mental hygiene. There are connections between the object areas, which, however, does not mean that one cannot profit from the distinction between, for example, ethical-social goals and goals of mental hygiene. One has to take this fact into account when constructing an aims programme. On the other hand, when a goal description in a goal document analysis has to be placed in two or more cells owing to an obscurity in the source, the goal descriptions have to be made clearer when one is proceeding towards constructing an aims programme.

The method used in the goal document analysis will be exemplified below by extracts from one of the sources, an article by a professor of education at Sofia, who gives his viewpoints on the relation between children and art. In this connection he also deals with the art form literature.

An example of the procedure adopted when a goal description is taken from a source,formulated and classified with the help of the taxonomy

Žečo Atanassov: Art and Children. The Problem of Art and Children under Educational Examination. International Review of Education, 1970, 16, 308-322.

P. 312: "Of particular importance is the positive character (hero) in art. The reader of a work of literature begins to live with the moral thoughts and aspirations of the characters, participates in their actions and deeds, is moved by their noble intentions, enriches his soul with what they experience. But the negative (bad) characters also have educational significance when described with definite intention and clearly expressed moral assessment by the author. This assessment is assimilated by the reader, it forms a moral attitude in him, a value attitude toward the breacn of the moral norms."

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Objective 501: Lives with the moral thoughts and aspirations of the positive character (hero) in works of literature, participates in his actions and deeds (23, 24)

Objective 502: Is moved by the noble intentions of the positive character (hero) in works of literature (23)

Objective 503: Rejects the breach of the moral norms by negative characters in works of literature (24)

P. 314: "When a man... is reading a lyrical work, filling him immediately with pleasure at the contact with beautiful poetical visions, he seemingly enjoys only beauty without realizing that it affects him in a moral respec. too. But as a matter of fact in such cases there is such an indirect effect because the aesthetic assimilation spreads profoundly all over the human personality - makes a man responsive to the beautiful, provokes an admiration for the mastery of creators, develops the striving for respect, protection and increase of beauty; creates an attitude towards every product of human creative work."

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Objective 504: Admires the mastery of creators (13)

Objective 505: Strives for respect, protection and increase of beauty in creative work (14)

P. 317: "In every man there exists the necessity to express by way of creating something, his inner feeling and understanding of beauty, by expressing his attitude to the world in a suitable manner - through words, colours, lines or tones. Children should not be deprived of the possibility of expressing themselves in a creative work where they could disclose their attitude to life and to the products of the human mind (spirit); of embodying by way of artistic expression the things they see; of interpreting the works of art according to their understanding and taste."

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Objective 508: Expresses his inner feelings and attitude to the world through a creative work of words (15)

Objective 509: Embodies by way of artistic expression in words the things he sees (15)

Objective 510: Interprets the works of the art of words according to his understanding and taste (12)

P. 319: "In teaching literature one overcomes the old understanding of a dry, logical and didactic analysis and the aim is that the work of literature should be perceived and experienced as a unity of ideological and artistic content."

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Objective 511: Perceives and experiences literature as a unity of ideological and artistic content (12)

(3, B 76 - B 78.)

In all, 1 161 (to some extent identical) goal descriptions were formulated. When ticked off in the cells of the classification scheme, 40 tallies were placed in two cells in the behavioural type dimension. In the object area dimension, 177 tallies were placed in two cells, 9 tallies in three cells and 1 tally in four cells. The number of tallies in this way amounted to 1 339.

It cannot be denied that there were difficulties in placing so many goal descriptions in cells with absolute consistency. No doubt our interpretations of the statements collected can sometimes be discussed. Afterwards we also found placings that we are now inclined to change. It may be pointed out, however, that we have, by means of the Appendix (3), clearly shown how the text passages were interpreted, so that the reader can make his own corrections. Besides, when the

material is as big as it is here, the conclusions that can be drawn from the goal document analysis and the use that can be made thereof will not be influenced to any considerable extent by existing doubtful classifications and inadvertences.

The allocation of the tallies to the different taxonomical cells is demonstrated in Table 1. The number of tallies allocated to each cell according to this table, and the percentages that to some extent are also given there, must, however, be interpreted with some caution. They do not directly state the importance attached to the different types of objectives. The reason for this is that a detailed enumeration of specified behaviour and objects of behaviour is easier in some instances than in others. Thus there are more verb forms expressing higher cognitive behaviour to choose from than of emotional behaviour (for example, reads, sings, registers, analyses, compares, evaluates). It is also reasonable to connect these higher cognitive verb forms with many different objects of behaviour (for example, prose, lyric, films, radio, television, content, genres, motifs, conflicts, setting, moods, figurative language, meter, rhyme, dialogue, message, character traits). With regard to emotional behaviour, one will often find it sufficient, for example, to speak of enjoying literature, without a specification of enjoying and of all the things in literature that can be enjoyed. If one is especially interested in the order of rank in which different types of goals are drawn up, the best method should be estimations by means of a point scale.

On the other hand there is surely some connection between how often objectives of a certain type are formulated and the importance that one attaches to them. It is therefore of interest to note that one half of the tallies (52.1 %) were placed in the art-oriented object area (in which case the objects of pupil behaviour for the most part belong to the art of literature as such), and further that four other object areas account for the major part of the rest. In second place after the art-oriented area came the area of mental hygiene (13.3 %) and the ethical-social area (11.5 %), in fourth place the language-oriented (6.5 %) and the society-oriented (5.5 %) areas. In these cases literature serves as a teaching aid.

With regard to the behavioural types it is seen that one half (47 %) of the tallies were placed in the higher cognitive column, and that cognitive behaviour on the whole accounts for 57.6 % of the

Table 1. The 1 339 tallies of the goal document analysis allocated to the taxonomical cells

	NS	RE	HC	EM	CO	CR	FU	Total	%
Art-oriented area	33	68	347	83	57	44	66	698	52.1
Ethical-social area	2	17	71	21	10		33	154	11.5
Language-oriented area		4	47	10	17	2	7	87	6.5
Logic-oriented area			7				3	10	
Manual area			1					1	
Mathematics-oriented area									
Area of mental hygiene		19	81	18	8		53	179	13.3
Nature- and technology-oriented area	1	1	4	1	4		1	12	
Area of physical training and health		1	1	1	3			6	
Society-oriented area	8	21	26	8	2		9	74	5.5
Work-oriented area		2	5	1	1		8	17	
Object of behaviour not specified	20	9	39	9	8	3	13	101	
Total	64	142	629	152	110	49	193	1339	
%		10.6	47.0	11.4	8.2	3.6	14.5		
		57.6		23.2					

NS = Behavioural type not specified, RE = Reproduction, HC = Higher cognition, EM = Emotion, CO = Conation, CR = Creativity, FU = Function

tallies, whereas emotional, conative and creative behaviour together account for only 23.2 %. However, we must here take into consideration the fact, referred to above, that it is easy to formulate a lot of goal descriptions listing higher cognitive behaviour. It is perhaps more correct to stress that emotional, conative and creative behaviour are well represented in the material. The figure for creative behaviour (3.6 %) seems somewhat low, however.

Since the aim of the goal document analysis was to get a material, as comprehensive as possible, of conceivable objectives of literary instruction that could be placed in a list of curricular objectives, our interest was directed towards the type of goal description where both pupil behaviour and an object of this behaviour are stated. The main part of the goal descriptions published in 2 are also of this kind. Some examples of objectives of other types are included in the material, however. I would like to dwell upon these objectives for a moment, since they illustrate the existence of incomplete or vaguely formulated goals of literary instruction.

We thus find objectives stating only behaviour but not the object of this behaviour, at least not with sufficient specification. Examples:

1) In a Swedish article we read among other things, that literature "gives us knowledge of the world in its greatness and mystery". When formulated as a goal description this will become "has knowledge of (or, gives an account of) the world in its greatness and mystery". Formally, there is an object of behaviour, but the expression is very general. Classification: 01. (3, B 66.)

2) A higher cognitive objective is expressed by an American author in the way that "a full and satisfying literary experience" will lead to "a deepened understanding of spiritual values". "Spiritual values" can mean almost everything, however. Classification: 02. (3, B 194.)

3) Another American author says that fiction "makes possible emotional participation in new and untried ranges of thought". No doubt this is true, but there is no specification of what ranges of thought. Classification: 03. (3, B 182 - B 183.)

4) The Swedish Comprehensive School Curriculum of 1969 states that "reading in school (belles lettres as well as factual prose are aimed at) gives impetus to leisure time occupation and hobby activity".

No specification is given, however, of what types of leisure time and hobby activities are referred to. Classification: 06. (3, B 7.)

We also find objectives only stating the object of behaviour without identifying the behaviour. Examples:

1) An expression often used is that literary instruction should lead to better taste. This is also to be found in the Swedish Comprehensive School Curriculum of 1969: "Under proper guidance it (i.e. "extensive pleasurable reading of literature") develops their taste." Literary taste is, of course, connected with the art-oriented object area, but it is impossible to determine which behavioural type corresponds to taste. From a historical point of view, taste has above all been regarded as an ability to evaluate, i.e. a higher cognitive behaviour. But knowledge is a prerequisite of evaluation, and taste can further be seen as implying emotional, conative as well as creative behaviour. Perhaps "taste" should best be looked upon as a functional behaviour, an integrated end product of art-oriented education. It is hard to know, however, if this always is intended. Classification: 10. (3, B 4 - B 5.)

2) The Swedish Comprehensive School Curriculum of 1969 also stresses the usefulness of literature as a means of reaching objectives other than art-oriented ones. "Many of our children's songs have the same choice of motifs as the fields of interest of the subject "hembygds-kunskap" (local history, geography and nature; a subject at the junior department), for which reason they ought frequently to be made use of." "It may also be appropriate to use fragments from... literary works and poems typical of the period that give life and colour to the historical description." "For work in the orientational subjects (i.e. at the junior department: religion and "hembygdskunskap" = local history, geography and nature; at the middle department: religion, civics, history, geography, and nature studies) an ample collection of books should be at hand, easily accessible in every classroom. Such a book collection should include, in addition to reference books, encyclopedias of an elementary type as well as books of other kinds, intended to give descriptions of environment or depictions from different periods." "As examples of teaching aids for instruction in civics may be mentioned: literature illustrating the life of men in different environments; films showing living conditions and ways of thinking in different countries." These formulations are an important

starting-point for the work of the LIGRU Project on literary instruction at the Comprehensive School. They state that literature can be used in order to reach goals in the society-oriented object area. But they lack concrete expressions of the types of pupil behaviour that are aimed at and must therefore be developed into a number of different goal descriptions. Classification: 100. (3, B 8 - B 9, B 29 - B 30.)

There are also objectives that state neither specified behaviour nor objects of behaviour. Example:

A Swedish article speaks of "books which provide the pupils with experiences and increase their range of experience". Such a statement is, of course, not without meaning, but there are neither specified types of behaviour nor specified objects of behaviour. Classification: 0. (3, B 42 - B 43.)

Whereas we are seeking curricular objectives (second level objectives), some of the collected goal descriptions, although they state pupil behaviour as well as objects of this behaviour, are of the type that we have called objectives on the first level of generality. We read, for example, of understanding what is presented in literature or of an emotional response to literature.

It is impossible here to give a detailed account of the goal descriptions on the second level of generality that have been collected through the goal document analysis. I must refer to 2. An attempt will be made, however, to give a compressed survey of the different types of objectives.

The art-oriented object area

Reproductional behaviour may consist of reproduction (retelling, reciting) of stories and poems, and of displaying a knowledge of: the history of literature, children's literature, authors, literary theory (concepts and forms), structural and linguistic characteristics of literature.

The number of objectives describing higher cognitive behaviour is very great, as was mentioned above. As objects of pupil behaviour, one encounters most concepts that are to be found in elementary handbooks of literature. We read of the registering of content, fundamental thoughts, the message of literary works, of the observation of and

comparison between the traits of the characters in literary works and of the description of setting. Other objects of behaviour are the formal traits of the literary works: genres and motifs, composition (the importance of elements to the whole, turning-points, opposing forces, key words, drama-technique) and style (methods of narration, for example, the perspective of the narrator, patterns of metre and rhyme, sound effects in language, atmosphere, figurative language and symbols, the correspondence between reality and artistic expression).

A group of goal descriptions speak of the use of literary criteria for the evaluation of literature (the content, characterization, structure of the plot, style, how near illustrations are to the text). Other objectives concern the comparison between the opinions of different critics, insight into the creative process in the author, awareness of the beauty of artistically produced books (the binding, the print, etc.).

A higher cognitive objective is also to relate literature to one's own experience (identification of passages which evoked strong feeling, willingness or reluctance to identify with the characters, awareness that problems can be solved with the help of the characters in a literary work, comparison of one's own literary experiences with those of other people).

Emotional behaviours are: to find delight, expectation and excitement in literature, to be captivated by humour and atmosphere, to find joy in the beauty of the sound of words, in verbal images, rhythm and in what can be valued as aesthetic in a book as an object (the print, etc.), when evaluating literature to be gladdened by the correspondence between reality and the artistic expression, and dissatisfied with artistically poor literature, to involve oneself emotionally in literary works, for example, in the characters of a book. An emotional objective is also to derive satisfaction from one's own creative writing.

Conative behaviours are: to show interest in consuming literature (sometimes specified, for example, to free reading, the national literature, a certain author, more demanding literature), and to be interested in the form of literature. One's own initiative is also stressed: to be independent in one's choice of literature, to be on the lookout for different types of literature, to discover literature. Other conative behaviours are: to like to recite poems or to

retell favourite stories, to take pains with style in one´s own literary creativity, to choose themes and materials for dramatic activity, to make an effort in taking part in theatricals before an audience.

Creative behaviour may consist of forming conceptions in the imagination of people, motifs and environments in literary texts without expressing these conceptions. Other objectives are to give expression to one´s own experiences of literature through drawing, painting, sculpturing, dancing, singing (the objects of behaviour in this case do not belong to the art of words but to other forms of art). But creative behaviour can also imply the creating of own stories etc. based on events and motifs in literature. Of course, a creative objective is to express one´s own feelings and attitudes in the form of stories, poems or dramas.

As functional behaviours we have classified: the habit of reading literature (goals can be described as "reads a book every week" or "reads 30-60 books for children or young people per year"), to put demands on the literature one reads, to form one´s own literary standards, to have an independent attitude in choosing literature, to be conscious of the opportunities literature gives the consumer, for example, for the development of his personality and his participation in social progress, to follow the development of forms of expression in literature, to take part in literary activities.

The object area of mental hygiene

As was said above, many objectives of literary instruction belong to object areas other than the art-oriented one. Literature is in this case regarded as a means of reaching the objectives. In the goal document analysis the object area of mental hygiene was the one that was given most goal descriptions.

Reproductional behaviour is to display a basic knowledge of human motives, positive and negative human traits, different ways of treating matters of choice and conflict.

As higher cognitive behaviours one has to classify: reflection upon human behaviour and traits, upon the traditional roles ascribed to people, upon human dilemmas resulting from complex social and economic issues, to realize that there is a choice in life. With this

background one can reflect upon one's own emotions, needs and problems, one's own values, discover the similarity between oneself and others (that one's problems are not unique), understand one's own relations with other people.

Emotional behaviours are: to experience new and untrained feelings, to experience security, a sense of belonging, and confidence. Literature is also seen as a means of satisfying the need of imaginative experience (adventure, excitement, humour) and as a means of giving emotional release (an outlet for tendencies and desires which cannot be satisfied in reality).

Conative behaviours are: to be interested in learning about human behaviour, to try to come to terms with one's own problems, to search for one's own identity (accepting or rejecting various possible roles).

(No goal description was found that could be defined as expressing creative behaviour in the object area of mental hygiene. It is, of course, possible to think of such possibilities: to find personal solutions to one's own problems, to create objects of identification.)

As functional behaviours we classified: to know one's self, to be personally adjusted (to master one's own feelings and the problems one encounters in life, to accept oneself, to have courage to live), to have self-confidence, to have one's own philosophy of life, to daydream in a constructive way (to escape from routine).

The ethical-social object area

The number of collected ethical-social objectives is approximately the same as the number of objectives belonging to the object area of mental hygiene.

As was pointed out above, reproductional behaviours in the ethical-social object area are to a great extent the same as the reproductional behaviours in the object area of mental hygiene, since they belong to learning sequences leading to functional behaviour in both those object areas. To the ethical-social area we have therefore also assigned the displaying of a basic knowledge of human motives, positive and negative human traits. The displaying of a knowledge of the realities of social life is also mentioned.

Higher cognitive behaviours are also to some extent identical with such behaviours in the area of mental hygiene. We thus find: reflection upon human behaviour and traits, upon the traditional roles ascribed to people, upon dilemmas resulting from complex social and economic issues, to reflect upon one´s own unique personality, to discover the similarity between oneself and others, to understand one´s relations with other people. Specifically social objectives are: to have insight into the thoughts, feelings and values of other people, to notice relations between individuals and groups, to understand the qualities that make for democratic living, to understand people with living conditions and cultural patterns very different from one´s own. Ethical objectives are to distinguish between right and wrong, good and evil, to find one´s way in the sphere of moral concepts and ideals.

Emotional behaviours are: to experience the feelings of others through empathy, to exercise compassion and sympathy, to experience responsibility for other people, to feel community with people belonging to other environments, cultures and races.

Conative behaviours are: to be interested in learning about other people, to try to come to terms with one´s environment, to choose an ideal in one´s dealings with ethical problems, to reject a breach of the moral norms.

(As was the case in the area of mental hygiene, no goal description was found that could be classified as creative behaviour. Objectives that are theoretically possible are: to find personal ways of helping people with problems and of co-ordinating the relations within groups to which one oneself belongs, to find one´s own ways of solving moral problems.)

Objectives in the ethical-social area classified as functional behaviours are: to be generous and humanitarian, to be tolerant (to have less rigid views on the behaviour of others, to reconcile oneself to their inconsistencies, to respect other people´s way of living and thinking, even to tolerate other people´s values as to what is good and bad literature), to maintain the ability to enter into another personality and situation, to cope with the aggressive and negative traits of other people, to co-operate with others, to participate in the creation of a better society, to have ethical standards and to behave morally.

The language-oriented object area

In fourth place after the art-oriented area, the area of mental hygiene and the ethical-social area came the language-oriented and the society-oriented object areas.

Reproductional behaviours in the language-oriented object area that it is considered possible to reach by literature are the displaying of a knowledge of words and the reproduction of correctly spelt words.

Higher cognitive behaviours are: to read correctly (aloud, without hesitation, using proper phrasing), to interpret the meaning of a text and to observe shades of meaning, to make linguistic observations on texts, to express oneself in speech and writing, using literary patterns found in books, for example. The Swedish Comprehensive School Curriculum of 1969 considers that literature could also lead to the ability to recognize foreign languages, in this case the Finnish, Faroese and Icelandic languages.

Emotional behaviours are: to enjoy one´s mother tongue, to experience encouragement in being able to understand a foreign language without difficulty.

Conative behaviours are: to be interested in reading, to be interested in one´s mother tongue, to read on one´s own initiative, to try to understand and interpret texts, to take pains with one´s own style.

Some occasional creative behaviour has been noted as to try to make rhymes, but this objective is difficult to separate from literary creativity. (Theoretically one could easily propose creative objectives in this connection, however, as, for example, to form one´s own new or compound words, to vary one´s sentence structure in a personal way.)

As functional behaviours we have classified: to be in the habit of reading and to have a large enough vocabulary to enable one to have this habit, to have a developed ability to use one´s own language, for example, to be discreet in the use of words, not to be governed by words, to look on foreign texts as natural means for a widened orientation and experience.

The society-oriented object area

Reproductional behaviours in the society-oriented object area meant to be reached with the help of literature are: to give an account of the society one lives in, of political philosophies, of the history of culture, of cultural patterns of foreign peoples, of what is common and what is different in various countries. More specific objects of behaviour are the common culture of children the world over and the conception of sex roles. Displaying a knowledge of book distribution, the author-publisher-bookseller relationship, book-clubs, public libraries, public book criticism, are also partly to be seen as art-oriented objectives since they concern the place of literature in society.

Higher cognitive behaviours are: to give expression of an insight into the importance of one´s historical heritage, the social problems of modern society, the significance of war, into questions concerning religion, to discuss the differences between cultural patterns of different peoples, to compare the ways of thinking, conditions and habits of one´s own, one´s parents´ and one´s grandparents´, to discuss the sex role question.

Emotional behaviours are: to experience emotionally historical periods and individual characters in history, foreign peoples and their cultures, the significance of war, to experience the sex role question as fascinating.

A conative behaviour mentioned is to be interested in learning about places and people.

(No creative behaviour has been noted. What seems theoretically conceivable is to contribute ideas that may influence society, which by reason should mean the child´s immediate surroundings, the circle of family, school and friends, or the philosophical, religious or political attitudes existing there.)

As functional behaviours have been classified: to be a good citizen loving one´s country, to participate in the creation of a new and better, humane society, to be engaged in the sex role question.

Remaining object areas

As is seen from Table 1, the remaining object areas are represented only by occasional objectives. It seems important, however, to call attention to the fact that only the mathematics-oriented object area is without any goal description. Even if they are not expressed so often in the sources examined, there are many other possibilities to use literature as a teaching aid. One can surely formulate a lot more objectives.

Since it is thought that society-oriented objectives can very well be reached with the help of literature, nature- and technology-oriented objectives may also take advantage of it. As higher cognitive behaviours in this object area are mentioned: to have insight into man's relationship with nature, to grasp how man, with a steadily increased tempo, wastes resources vital for future generations. An emotional behaviour is to enjoy what is beautiful in nature. Conative behaviours are to be interested in the preservation of plants and animals in one's own country, to be interested in technology. Functional behaviour is to feel responsibility for nature.

Objectives of physical training and health are also mentioned. A reproductional behaviour is to give accounts of facts about sport, a higher cognitive to move rhythmically (using play songs), a conative to be interested in sports.

One occasional manual objective of a higher cognitive type listed is to produce a textile figure illustrating children's literature.

Several work-oriented objectives are mentioned. To the field of study habits belong the higher cognitive behaviour to detect wanted information by scanning a big text mass, and, catalogued as functional behaviours, to concentrate on essentials, to work independently, to perform work in a relaxed way. An emotional behaviour is to feel the joy of achievement and another functional behaviour is to recognize the value of work.

Lastly, the logic-oriented objectives should not be forgotten. As higher cognitive behaviours reached by the use of literature are listed: to explore concepts, to make logical distinctions, to define in a skilful way, to perceive relations and interactions, to understand cause and effect. A functional behaviour is to be critical and analytical (to be in the habit of logical reasoning).

6 THE REQUIREMENT ANALYSIS

The next step on the way to a systematically arranged list of curricular objectives for the teaching of literature in the Swedish Comprehensive School, intended as a basis for discussions on central and local levels, was a requirement analysis. In constructing a list of objectives we had to make decisions as to which conceivable objectives are important and which are not.

A requirement analysis can be carried out with the help of open questions ("Which objectives do you think should be laid down for the teaching of literature in the Swedish Comprehensive School?" or something of this kind), or one could use a questionnaire with fixed statements. We preferred the latter kind. The advantages of fixed statements are, 1) that the answers can be expected to be freer from general declarations, 2) that it is possible to get answers on specific issues which would otherwise perhaps not be brought up in all spontaneous answers, 3) that it is easier to treat the answers quantitatively. There is, of course, the possibility of combining the two methods, giving an open question as well as fixed statements. But it seems inadvisable to put an open question in a questionnaire with fixed statements, since the existence of formulated goals may influence the answer to the open question. Therefore, the method should in this case be first to put the open question, collect the answers, and then send a questionnaire with fixed statements. We did not try this duplication, however.

Three problems arise when one wants to use a questionnaire with fixed statements in a requirement analysis questionnaire: 1) How should the statements be formulated?, 2) In what way should the recipients state the importance of the objectives?, 3) From where should the statements be collected? We answered these questions in the following ways: 1) The statements were to be formulated as goal descriptions in the same way as in the goal document analysis, i.e. stating behaviours of the pupils and objects of these behaviours, 2) The importance of the objectives was to be stated in a point scale (a 6-point scale), 3) The statements were to be derived from those

collected through the previous goal document analysis but were to be supplemented with the help of the taxonomy devised in the course of the project.

The reason for using the goal document analysis (and for the goal document analysis on the whole) was to meet the difficulty that important objectives could otherwise be overlooked. It seems possible to reduce this difficulty through basing a requirement analysis questionnaire on a goal document analysis where a large number of sources have been examined.

A further guarantee is to construct the questionnaire with the help of a taxonomic system warranting that different types of goals are being observed.

The questionnaire

The questionnaire was divided into two sections. Behind this lies our distinction between literary instruction as 1) teaching in order to bring about contacts with the art form termed literature and 2) teaching with the aid of this art form in order to reach objectives other than art-oriented ones (c.f. 2.2). In the first section it seemed sufficient to ask the recipients to assess the relative importance of the objectives. In the second section there were two questions, however. Those asked were invited to state not only the importance of the objectives, but also how useful they considered literature to be as a means of achieving these objectives. The objectives of teaching in order to bring about contacts with the art form literature were of a more specified character than the other objectives (one can, for example, compare the goal descriptions "Can name different genres" and "Can give an account of religious, philosophical or political attitudes"). The recipients were therefore asked to judge the objectives of Section I in relation to each other, while the assessment of the importance of the objectives of Section II was to be made in relation to all objectives of the Comprehensive School.

The skeleton of the questionnaire is presented in Figure 6.

Since we were looking for curricular objectives (second level objectives, cf. 2.5), the goal descriptions were formulated on this level of generality. The wish to limit the number of items led, however, to the use of a first level verb in five emotional objectives, as,

Figure 6. The skeleton of the requirement analysis questionnaire

Section I

How important are
the following
objectives in
relation to each
other in the
teaching of
literature?

I consider this
objective to be

0 totally unimportant
1 rather unimportant
2 moderately important
3 important
4 very important
5 extremely important

Put a ring around the
appropriate figure!

0 1 2 3 4 5 (goal description)

Section II

How important are
the following
objectives in
relation to the overall
objectives of the
Comprehensive School?

I consider this
objective to be

0 totally unimportant
1 rather unimportant
2 moderately important
3 important
4 very important
5 extremely important

Put a ring around the
appropriate figure!

0 1 2 3 4 5 (goal description)

How useful is literature
as a means of reaching
the following objectives?

I consider literature,
as a means of reaching
this objective, to be

0 of no use at all
1 of little use
2 moderately useful
3 useful
4 very useful
5 extremely useful

Put a ring around the
appropriate figure!

0 1 2 3 4 5

for example, "Is emotionally involved with the characters and course of events in literary works".

The choice of goal descriptions in Section I. The goal document analysis had given so many objectives belonging to the art-oriented object area of the classification scheme and of all six behavioural types that they could not all be included in the questionnaire. Instead we selected a number of goal descriptions using a logical division into object sub-areas and bearing in mind that all behavioural types should be represented. We then examined the goal descriptions of the document analysis in order to make sure that nothing essential had been omitted. In this way we got 38 goal descriptions, 8 belonging to the reproductional, 11 to the higher cognitive, 6 to the emotional, 5 to the conative, 4 to the creative, and 4 to the functional behavioural type. The relation is roughly the same as in the document analysis.

The choice of goal descriptions in Section II. In the second section of the questionnaire we had to choose goal descriptions representing teaching with the aid of literature in order to reach objectives other than art-oriented ones. As was seen in chapter 5, goal descriptions had been placed in all object areas of the classification scheme with the exception of the mathematics-oriented area. However, in order to limit the number of items in the questionnaire, we decided to restrict ourselves to the four object areas in which we had registered most goal descriptions, viz. the area of mental hygiene, the ethical-social, the language--oriented and the society-oriented areas (cf. Table 1 in chapter 5). We have no doubt that these are the object areas where literature has the most important role to play as an educational aid to reach objectives other than art-oriented ones.

Contrary to the procedure in Section I, we chose to construct the same number of goal descriptions for the four object areas and for the six behavioural types. For each object area we selected three sub-areas that together were to represent the object area. For each object sub-area six goal descriptions were constructed representing the six behavioural types. Thus we got 72 goal descriptions in all, 18 items representing each object area and 12 items representing each behavioural type. In selecting the object sub-areas we had the goal document analysis in mind. There were, however, not always goal descriptions representing all behavioural types, and in such cases we added our own constructions.

The reason for this procedure was that we wanted to help the evaluators not overlook any of the behavioural types. As this was an attempt to introduce a taxonomic approach to requirement analysis, we also had an idea that it could be possible to get a measure of the extent to which the recipients valued the use of literature in different object areas and in order to train different types of pupil behaviour. I do not think that this idea was wholly erroneous. It should be possible to construct tests of this type. However, pretty soon it became obvious that the questionnaire was not a good instrument for such a purpose. So we used a more direct method to account for the results.

For the full inspection of the questionnaire, its introduction and the 110 goal descriptions, I must refer to report 4.

The recipients

In theory all members of society ought to have opinions on what should be done at school, especially at the compulsory school. On the other hand it can be argued that only persons qualified in a certain way are capable of giving useful answers to an inquiry of this kind. The more detailed the questionnaire, the truer this probably is. The word expert is established in this connection. So we wanted expert opinions, defining an expert as a person who had been occupied with the development of literary education in the Swedish Comprehensive School and/or whose attention had been directed towards improvement and progress in this respect and who was looking into the future. With this starting-point we thought it reasonable that the experts could be found among the following groups: lecturers in methods of teaching literature, literary scholars, authors of children's books, children's librarians, and protagonists in the more general field of cultural debate.

Usually the selection of recipients of a questionnaire is made by sampling. However, as Sweden is a small country, the groups in question are fairly small, too. We therefore thought that we should ask all members of the groups.

To define the last group, the protagonists in the more general field of cultural debate, was difficult, however. The obvious way would be to examine papers and journals from the last few years, noting when someone had written about this subject or was mentioned in reports

of public discussions. But we had made no such systematic examination. We only used our own knowledge of names. We are therefore reluctant to regard this group as clearly defined. On the other hand, we thought that such prominent intellectuals ought to be included, and in the end 58 were asked to answer the questionnaire.

The lecturers in methods of teaching literature were defined as lecturers at the schools of education and the few remaining teachers' training colleges. Here, there are two kinds of lecturers who may be experts in the field of literary instruction. There are lecturers in methods of teaching the school subject Swedish taught at the senior department of the compulsory Comprehensive School (school years 7-9) as well as at the upper secondary level comprehensive, voluntary school. There are also lecturers in methods used in the junior and middle departments of the compulsory Comprehensive School (school years 1-3 and 4-6 resp.). These lecturers deal with most subjects. Both kinds of lecturers were included. From the school catalogues we obtained the names of 343 lecturers.

The literary scholars were defined as being the persons who could be found in the university catalogues teaching at the institutes of literary science, from professors to assistants. In those catalogues are also found some honorary members of the faculties who are not actually teaching at the universities. They were also included in the group, which thus consisted of 115 persons.

The authors of children's books were defined as being the persons who were members of the Association of Authors of Children's Books according to the association's catalogue. The group consisted of 172 authors.

The children's librarians were defined in a similar way, although we could not use an ordinary catalogue. There are very few appointments at the Swedish libraries that are explicitly stated to be posts as children's librarians. We were able to get lists of children's librarians at the Swedish public libraries, however. Altogether 143 librarians received the questionnaire.

The number of recipients was 831 in all. The questionnaires were sent out in October-November 1971. After three weeks a reminder was sent. We fixed January 15th, 1972 as a time-limit. The few answers received after this day were not included in the material.

Up to the time-limit 512 (61.6 %) answered in some way or other. However, among those were 60 (7.2 %) answers which could not be used (such an answer could, for example, consist of a letter expressing a negative attitude). The results accounted for are thus based on 452 (54.4 %) questionnaires. There is some drop-out of separate items in the questionnaire. Some items have been evaluated by all 452. But in most cases the number of evaluators is somewhat lower. In Section I there are only 2 items, however, where more than 10 evaluators have dropped out. The minimum number of evaluators is 438. This drop-out may be regarded as negligible. In Section II the drop-out is somewhat lower in the case of the importance of the objectives than with regard to the usefulness of literature as a means of reaching these objectives. The highest number of evaluators in the former case is 449 and the lowest 422. In the case of the usefulness of literature the highest number is 441, the lowest 418. Although bigger than in Section I, this drop-out does not seem important either.

The reasons for not answering the questionnaire are not so easy to state. Some recipients were reported to be ill and [illegible]en dead. In spontaneous comments we find some arguments for an unresponsive attitude. One says that he has got no time for unpaid extra work for the state, another that he is on leave and engaged in public business. There are also several answers expressing opposition in principle to the whole undertaking. Such opposition may be an opposition in general to explicitly formulated goal descriptions and it may be an opinion that the questions are dependent on the opinions of the investigators, that one cannot know what literary works are aimed at, that the concept of literature used is wrong, that the answers cannot be modified or commented on, that no attention is paid to individual variation. It may be that others, not answering at all, held similar opinions.

Several comments, however, give the reason that the recipients do not regard themselves as experts ("I have no insight into or interest in the problems of the questionnaire", and the like). It must thus be said that our groups of recipients are only groups in which the experts, as we have defined them, could be found. It is reasonable to assume that many recipients may in some way or other not be experts in our sense of the word. The lecturers in methods used at the junior and middle departments of the Comprehensive School have many school subjects

to survey. It is to be assumed that many of them have devoted more of their time to other activities than literary instruction. Up to now the questions of teaching in the Comprehensive School have not had a very prominent place in the research and teaching of the institutes of literary science at the universities. Many literary scholars who received the questionnaire may have their main interest, for example, in the history of literature. All authors of children's books and all children's librarians have perhaps not reflected so much on literary education at school.

The question as to how to find the real experts in a requirement analysis is indeed difficult but also very interesting. Surely we must acknowledge the fact that recipients who abstained from answering on principle, finding the method of formulating explicit goal descriptions preposterous, for example, in spite of this or because of it may be real experts in our sense of the word. On the other hand it is to be assumed that some may have answered without being an expert in this sense, if they have seen the answering as an official responsibility, for example. However, we do not think it unreasonable to presume that there are more real experts among those who have answered than among those who have not answered.

Since it was not possible for us to give the reasons for not answering, or to judge the competence of those who had in fact answered, we attempted nothing else than to report the answers from those who had actually filled in the questionnaires. But it should be pointed out that the fact that the evaluations of the different items in the questionnaire have been done by only half the number of the persons who received the questionnaire does not constitute a drop-out problem of the usual type. (Among other things the recipients were not chosen by sampling.)

In the treatment of the findings we have combined the different expert groups. We were not looking for differences between the groups. Since both the number of recipients who got the questionnaire and the number of them who answered it are not the same in the different groups, one must be aware of the fact that the groups have varying importance for the calculated means, the biggest group being the lecturers in methods of teaching literature. But we were trying to get answers from the experts and by definition had different numbers of experts in the different groups. As has been said, the total number

of questionnaires treated was 452. Of these 216 were received from lecturers, 60 from literary scholars, 94 from authors of children's books, 65 from children's librarians, and 17 from protagonists in the more general field of cultural debate.

The findings

The recipients were requested to state their opinions in a 6-point scale (0 - 5, see Figure 6). For each goal description introduced in the questionnaire the arithmetical mean was calculated. The results were presented in tables, where, in addition to the means, the dispersions were shown by giving the number of markings for each point in the point-scale. In the tables the goal descriptions were arranged in order of rank.

Five different tables were prepared. The first one contained the 38 goal descriptions of Section I (concerning teaching in order to bring about contacts with the art form literature). The only question here was how important the recipients thought the objectives to be in relation to each other. The highest mean was 4.6, the lowest 1.3. The goal descriptions of Section II (concerning teaching with the aid of literature in order to reach objectives other than art-oriented ones) were presented in four tables, each one listing in order of rank the 18 goal descriptions of each of the four object areas. In this section there were two questions, how important the objectives are in relation to the overall objectives of the Comprehensive School, and how useful literature could be considered as a means of reaching the objectives. Both questions are important, but the central one in a requirement analysis concerning literary instruction is that which concerns the usefulness of literature as a means of teaching the goals in question. The order of rank, in which the goal descriptions were arranged in the four tables was therefore that which concerned the usefulness of literature. However, for each item the mean of the judged importance of the objective in question was also given. In the area of mental hygiene the highest mean concerning the usefulness of literature was 4.1 and the lowest 2.6, in the ethical-social area the highest was 3.9 and the lowest 2.7, in the language-oriented area the highest was 4.6 and the lowest 2.2, in the society-oriented area the highest was 3.9 and the lowest 2.6.

The objectives of instruction in order to bring about contacts with the art form literature

Naturally there are different ways of separating between more or less valued objectives. We have tried to analyse the findings taking the median as a dividing line. (Of course, the tables are also open to inspection without this method of dividing the goal descriptions.) In the table listing the items of Section I, the median of the order of rank distribution lies between 3.1 (order of rank 18) and 3.0 (order of rank 20). The 19 goal descriptions that at least reached the mean 3.1 were regarded as the more valued.

In order to analyse the results more closely we also divided the goal descriptions into seven object sub-areas: 1) The author, 2) Literature in society, 3) The literary works and their content, 4) Basic literary concepts, 5) Evaluation of literary works, 6) The reception of the literary work by the consumer, 7) The pupil's literary creativity. Seven tables presented the order of rank of the goal descriptions within these sub-areas. The median for all 38 goal descriptions was introduced into these tables.

The following results were achieved using this method.

Objectives concerning the reception of the literary work by the consumer are highly valued. All are put in the upper half. This result may be a manifestation of an international trend to emphasize the literary response.

We can also interpret the result concerning the evaluation of literary works in this light. Three of the four objectives are placed in the upper half. These are the objectives that stress that the evaluative criteria be the consumer's own. (The one rejected is "Evaluates literature on the basis of criteria laid down by others", mean = 1.4.)

The same reason may have caused the objectives concerning the pupil's literary creativity to have been judged rather highly. Of the four goal descriptions, two deal with the expression of the pupil's experiences in a literary form, whereas the other two regard existing literature as the basis of creativity. The first two are placed in the upper half, the latter two somewhat lower (but only just below the median).

With one exception the objectives concerning literature in society are placed in the upper half. In comparing the three approved objectives and the one not accepted (this dealt with a knowledge of book writing, publishing and distribution, mean = 1.6), we can discern the concentration of interest in the receiver.

The objectives placed in the lower half are mainly found in the tables dealing with the author, with the literary works and their content and with basic literary concepts.

Not one of the objectives concerning the author was put in the upper half. The objectives concerning basic literary concepts are also, with one exception, in the lower half. The exception ("Finds pleasure in appreciating the formal traits of literary works") has less to do with the literary works than with the receiver himself.

In the case of the objectives concerning the literary works and their content we have a greater dispersion. There are six objectives in the lower half and four in the upper. Two of the latter four express emotional behaviour (as, for example, "Is emotionally reached by the message of literary works").

Summing up we seem to have a fairly consistent tendency in the material. This consistency is also of interest in the question of how much one can rely on a questionnaire of this type.

The reader interested in how all the 38 goal descriptions in Section I were valued is referred to report 4.

Taking the most highly valued half of the goal descriptions as expressing expert opinion on what is most important, Section I of the requirement analysis has provided the following 19 objectives (for each object sub-area in order of rank):

The reception of the literary work by the consumer

Derives pleasure from literary works (emotional)
Has a positive attitude to literature (functional)
Looks for literature on his own initiative (conative)
Is arrested by the excitement and atmosphere of literary works (emotional)
Is in the habit of consuming literature (functional)
Selects his literature carefully (functional)

Literature in society

Can give an account of how to obtain information about literature and how to gain access to literature (reproductional)
Reflects upon the importance of literature to man (higher cognitive)
Keeps himself informed of what is going on in the literary world (functional)

The pupil's literary creativity

Finds satisfaction in expressing himself in a literary form (emotional)
Gives expression to his experiences in a literary form (plays with words, tells stories, writes poetry, etc.) (creative)

Evaluation of literary works

Evaluates literature on the basis of his own criteria (higher cognitive)
Seeks criteria in order to be able to evaluate literature in a better way (conative)
Creates his own criteria for evaluating literature (creative)

The literary works and their content

Reflects upon the people and course of events in literary works (higher cognitive)
Is emotionally involved with the characters and course of events in literary works (emotional)
Interprets the message of literary works (higher cognitive)
Is emotionally reached by the message of literary works (emotional)

Basic literary concepts

Finds pleasure in appreciating the formal traits of literary works (choice of words, sentence structure, figurative language, rhythm, composition) (emotional)

The objectives of instruction with the aid of the art form literature in order to reach objectives other than art-oriented ones

With regard to the assessment of the usefulness of literature as a means of reaching the objectives, the median (of all 72 items in Section II) lies among the four goal descriptions which have the mean 3.3. If we include these four objectives, the upper half will

consist of 39 goal descriptions. The median concerning the importance of the objectives lies among the seven goal descriptions which have the mean 3.7. If we include these seven objectives, the upper half will consist of 37 goal descriptions. With this starting-point we have rigorously sorted out the objectives. We have listed the goal descriptions belonging to the upper half regarding both the usefulness of literature as a means of reaching the objectives and the importance of the objectives. In this way 23 goal descriptions remained. These should be ones which the expert group has regarded as important objectives of the Comprehensive School, and ones for which literature is thought to be a first-rate means.

The reader interested in how all the 72 goal descriptions in Section II were valued is referred to report 4.

The 23 objectives are the following (arranged according to the object sub-areas and the different behavioural types):

The object area of mental hygiene

Sub-area: The pupil's traits, needs, problems and behaviour

Can give an account of the traits, needs, problems and behaviour of man (reproductional)

Reflects upon his own traits, needs, problems and behaviour (higher cognitive)

Endeavours to understand himself (conative)

Sub-area: Meaningfulness as opposed to alienation

Reflects upon which factors make life meaningful (higher cognitive)

Sub-area: Identification-projection

Finds thoughts and problems in others that he experiences as vital to himself (higher cognitive)

The ethical-social object area

Sub-area: The traits, needs, problems and behaviour of other people

Reflects upon the traits, needs, problems and behaviour of other people (higher cognitive)

Shares the feelings of other people experiencing their needs and problems (emotional)
Takes an interest in the traits, needs, problems and behaviour of other people (conative)

Sub-area: Interaction between individuals within such groups as family-units, groups of colleagues

Feels an affinity with other people (emotional)

Sub-area: Moral questions

Reflects upon ethical norms (higher cognitive)
Feels a moral commitment (emotional)
Seeks a moral norm (conative)

The language-oriented object area

Sub-area: Vocabulary

Has a rich vocabulary (reproductional)
Reflects upon his and other people's choice of words (higher cognitive)
Finds satisfaction in a correct and varied choice of words (emotional)
Is interested in increasing his vocabulary (conative)
Uses words correctly (functional)

Sub-area: Communication

Is able to communicate with others (functional)
(The sub-area "Grammar" got no objectives in this list.)

The society-oriented object area

Sub-area: The state of affairs in different countries and during different periods

Takes an interest in the state of affairs in different countries and during different periods (conative)
Has a global perspective (functional)

Sub-area: Groups of society such as social groups, occupational groups, interest groups, authorities

Reflects upon the state of affairs within groups of society (higher cognitive)

Is interested in the state of affairs within groups of society (conative)

Sub-area: Religious, philosophical and political attitudes

Is interested in religious, philosophical or political attitudes (conative)

The behavioural types of the 42 (19 + 23) most valued objectives

The common feature of the answers to Section I of the questionnaire has been interpreted as a tendency to stress the reception of literary works by the consumer rather than the literary works themselves. This tendency could be regarded in connection with the concept of "reading for experience" found in the Swedish Comprehensive School Curriculum of 1969. This concept is put forward as opposed to "reading for information". Although this distinction is hardly a happy one, since "experience" can mean many things, it is possible to understand what the Curriculum has in mind. We have interpreted the distinction in the manner that the aims of "reading for information" are goals of cognitive behaviour, the aims of "reading for experience" goals of emotional, conative and creative behaviour. What the Curriculum is obviously aiming at is that the objectives of the Comprehensive School should not only be cognitive, but also emotional, conative and creative, and that this should be manifested in literary instruction by establishing some sort of balance. It may be noted that there are more objectives of emotional, conative and creative behaviour than of cognitive behaviour in the list of the objectives most valued by the evaluators. Among the objectives from Section I, 5 are cognitive (reproductional and higher cognitive), whereas 10 are emotional, conative or creative. Among the objectives from Section II, 9 are cognitive and 11 emotional or conative. Thus, in all 14 objectives are cognitive and 21 emotional-conative-creative.

The concept of "reading for experience" has been treated in 2, 15; 4, 63-64; 5, 77-80.

7 THE LIST OF SYSTEMATICALLY ARRANGED CURRICULAR OBJECTIVES

The first main task of the project, as outlined in chapter 3, was to formulate a systematically arranged list of curricular objectives, i.e. objectives that explicitly state behaviour and object of behaviour though allowing different matter and technical modes of instruction (the concept was defined in 2.5). The purpose of the project is to contribute to a more effective literary instruction. If this could be accomplished by making it more goal-based, it must be important that the curricular objectives be sincerely and animatedly discussed. Our list is put forward as a basis for such discussions.

The exposition in 5, 15-80, which leads to this list, has its starting-point in the results of the requirement analysis (in its turn based on the goal document analysis and the taxonomy). One has to remember that the technique used in the requirement analysis was a new one and surely had its shortcomings. Furthermore, the evaluators were not accustomed to questions of this type. In spite of this, the value of the requirement analysis should not be underestimated too much. There are clear tendencies in the findings, and they are based on answers from more than four hundred experts in the field of literary instruction.

The requirement analysis was, however, only a starting-point. Its results were discussed with regard to the text of the Swedish Comprehensive School Curriculum as well as from our own point of view. As far as the Comprehensive School Curriculum is concerned, it should be pointed out, however, that we did not quote a systematic list of curricular objectives from this source, as there is no such list. What we did quote were isolated expressions found in different connections either in the General section or in the Supplements.

Before constructing the list we had first to lay down some principles.

Functional (long-term) objectives

In the taxonomy for the classification of educational objectives used by the project, six behavioural types are taken into consideration: reproductional, higher cognitive, emotional, conative, creative and functional behaviour.

As was said in chapter 4, functional behaviour is seen as a complex of all other behavioural types. Such behaviour is defined as an integrated behaviour, action patterns that one above all expects of the pupil after leaving school, though they should, of course, develop during the pupil's school-days. These objectives are thus long-term objectives to a great extent. We think that such objectives should be listed among the curricular objectives, and when other curricular objectives are considered, that they should be valued according to whether they can be said to be hierarchically subordinated to an accepted functional objective. For each object area (but not for the object sub-areas) we therefore tried to formulate one or more functional objectives.

When dealing with the results of the requirement analysis, it must be kept in mind that it was not pointed out in the questionnaire that there should be at least one functional objective heading the lists of subordinated objectives in each one of the object areas. The evaluators' choice was free. In the art-oriented object area all four of the objectives that we had regarded as functional were placed above the median. But in the case of the object areas where the objects of behaviour do not belong to art, only three functional objectives got into the list of objectives presented as an interpretation of the requirement analysis, although in all twelve object sub-areas we regarded one of the goal descriptions as a functional objective. In this connection it is of interest that if we only take the evaluators' view on the importance of the functional objectives into consideration (and not at the same time their evaluation of the usefulness of literature as a means), nine of the twelve objectives were placed above the median. I think that it was meaningful in a sense to ask how important literature could be when one wanted to reach a functional objective. But it could also be maintained that literature as a teaching aid rather belongs to the subordinated objectives, the objectives with which instructional procedures can be co-ordinated. Perhaps it will often be the case that literature can serve only some of the subordinated objectives in a sequence leading to a functional behaviour in object areas other than the art-oriented. When we began to construct our own proposal for a list of objectives, we "needed" functional objectives. In the case of the functional objectives we have therefore started only from the evaluators' view on the importance of these objectives.

The subordinated curricular objectives

Even if the hierarchical connections between the different behavioural types do not represent a rigid system (in a way it could be said that all types of behaviour influence each other), if our final aim is to reach a functional objective, it seems that we should put forward a sequenced series of curricular objectives belonging to all behavioural types in order to secure the integrated behaviour. On the other hand, it can be argued that one can have an opinion on the relative importance of different types of behaviour, especially with regard to definite object sub-areas. In some cases one may feel that some elementary knowledge is sufficient, in other cases one may want to stress the importance of emotional, conative or creative behaviour.

The goal descriptions in the requirement analysis questionnaire were all classified as belonging to some behavioural type. When the recipients evaluated the importance of these goal descriptions, sometimes one, sometimes another behavioural type was preferred. We think that this must be the result of choosing from conceivable objectives. In the same way, we consider that a list of curricular objectives subordinated to the functional may stress some behavioural type or types in a certain object sub-area. It must, however, be important that different types of behaviour are represented among the objectives belonging to an object area as a whole.

The specification of the object of behaviour

It seems impossible to state in a general way how specified the object of behaviour should be in a curricular objective. I have already exemplified this, in 2.5, where it was pointed out that "Interprets the political message of a novel" is still an objective of the curricular type, although the object of behaviour has less scope than in the objective "Interprets the message of literary works". We thought that we could therefore decide on the scope of the object of behaviour from case to case. We could, for example, be allowed to give the object of behaviour a rather wide scope in some cases. An example in the proposed list is "Takes an interest in the state of affairs in different countries and during different periods". This objective can and must be divided into several curricular objectives stating specified countries and/or periods. An example could be "Takes an interest in the state of affairs in classical antiquity". When training

this objective, literature could be a very valuable instructional aid. But we deemed it hardly our business to form an opinion as to what importance should be attached to classical antiquity in the Swedish Comprehensive School.

The desire to give the objects of behaviour a fairly wide scope was mostly felt when we tried to state objectives where the objects of behaviour do not belong to art. When dealing with objectives of this type, the eligible procedure should have been to select a number of objectives already formulated, for which procedures including the use of literature could advantageously be constructed. There is, however, no list of objectives explicitly formulated for the Swedish Comprehensive School. To deal with the whole field of the Comprehensive School was more than the project could undertake or was commissioned to do. Our lists of curricular objectives in object areas other than the art-oriented are only fragments of the lists that should be put forward by curricular teams dealing with these areas. We have tried to account for the parts of these lists where literature seems to be useful as an educational aid, but we have not always been able to analyse the matter in detail.

The verbs describing behaviour

The objectives formulated by the project begin with a verb, generally in the third person singular present tense, the subject "the pupil" being understood. (In the requirement analysis questionnaire there were some exceptions in order to avoid possible misunderstandings.) Since we worked with a list of suitable verbs (cf. chapter 4), we felt inclined to use a fairly small amount of verbs. "Gives an account of" is a common expression when we want to describe reproductional behaviour, "reflects upon" when we want to state higher cognitive behaviour, etc. In certain cases we found it permissible to express only the behavioural class (according to our taxonomy), as in "Is emotionally involved with the characters and course of events in literary works". When breaking down such a curricular objective to a procedure and criterion objective (cf. 2.5), it must, of course, often be appropriate to define the behaviour in a more specified way: "enjoys", "disapproves of", etc.

A summary of the discussion that led to the proposed list of curricular objectives

The account given in 5 of the discussion that led to the list of curricular objectives for literary instruction in the Comprehensive School was rather detailed. For each object sub-area we took the results of the requirement analysis into consideration. The calculated means of the different goal descriptions in the questionnaire were given as well as the place of the median. We further discussed the results of the requirement analysis with regard to the text of the Swedish Comprehensive School Curriculum, quoting at some length the relevant passages. Thereafter we discussed the outcome from our own point of view. I must refer the reader to the chapter in question (5, 21-71). A summary of the course of the discussion will be given here.

The art-oriented object area

Functional objectives

In the requirement analysis questionnaire there were four goal descriptions classified as functional objectives: "Has a positive attitude to literature", "Is in the habit of consuming literature", "Selects his literature carefully", and "Keeps himself informed of what is going on in the literary world". They were all placed above the medjan.

There are passages in the Comprehensive School Curriculum expressing these objectives, even though the Curriculum does not differentiate between functional and objectives of other behavioural types.

We have listed these four functional objectives. Perhaps some will regard this listing as unnecessary, and think that a even more general objective should be sufficient, such as "Maintains contacts with the art form literature". But we consider that we benefited from the laying down of the four functional objectives, when we had to discuss the subordinated ones.

Sub-area: The literary works and their content

As was seen in chapter 6, when we accounted for the requirement analysis, we spoke of two sub-areas captioned "The reception of the literary work by the consumer" and "The literary works and their content". In

the discussion of the list of curricular objectives we thought it best to combine the two in one sub-area. In all there were sixteen objectives in the questionnaire belonging to this new sub-area, three of which were already classified as functional. Of the thirteen remaining objectives, seven were placed above the median.

Below the median we find the objectives concerning the history of literature, a knowledge of the content of (some specified, outstanding) literary works as well as the reciting of poetry and the quoting of passages from literary works. The history of literature is almost absent from the Comprehensive School Curriculum, too, and the content of outstanding works is not stressed, either. We felt that we could omit the objectives that ended up below the median, and reflected only upon whether a knowledge of contemporary authors of children's books should be remembered. This question will be dealt with when we proceed to the sub-area The authors.

The objectives above the median: "Derives pleasure from literary works", "Looks for literature on his own initiative", "Is arrested by the excitement and atmosphere of literary works", "Reflects upon the people and course of events in literary works", "Is emotionally involved with the characters and course of events in literary works", "Interprets the message of literary works", "Is emotionally reached by the message of literary works", are, on the other hand, stressed by the Curriculum. We were therefore content to list them. The following considerations and adjustments were made, however.

"Is arrested by the excitement and atmosphere of literary works" could, to a certain extent, be seen as a specification of "Derives pleasure from literary works". This is also valid for the objective, "Is arrested by the humour in literary works", which is found in the Curriculum, and which we brought together with the former. But "deriving pleasure" can have a broader meaning, and we felt that we could not substitute "Derives pleasure from literary works" with those more specified objectives.

According to the discussion given at the beginning of this chapter, we thought that we could keep the verbs "is emotionally involved with" and "is emotionally reached by" in two of the emotional objectives, although it could appear to be appropriate to specify the emotional behaviour. The type of emotional behaviour is, to some extent,

dependent on the literary work used in the instructional procedure. The objectives show that some type of emotional response is desired.

The objective, "Looks for literature on his own initiative", was regarded as too specified. With regard to the functional objective, "Has a positive attitude to literature", we formulated the objective rather generally: "Takes an interest in literature". The pupils' free choice in reading and borrowing books, accentuated by the Curriculum, may perhaps in the main be seen as a procedure chosen in order to reach this objective.

Sub-area: The form of literature

This sub-area corresponds to what we, when accounting for the requirement analysis, called "Basic literary concepts". Of seven goal descriptions only one was placed above the median: "Finds pleasure in appreciating the formal traits of literary works (choice of words, sentence structure, figurative language, rhythm, composition)".

The Comprehensive School Curriculum cannot be said to stress vocabulary of literary theory. The naming of different genres and the classifying of literary works are absent. That stylistic features are to be observed is emphasized, however. On the other hand, we have found no emotional (such as finding pleasure in appreciating the formal traits of literary works) or conative objectives (such as to be interested in the form of literature). The examining of the Curriculum thus seems to show a certain agreement between the Curriculum and the experts, but also a certain disagreement. That the experts in the first place valued the emotional experience of the form of literature is interesting. We have already interpreted this in the light of the tendency to stress the receiver more than the work of art.

However, if we limit ourselves to the emotional objective, the problem arises that some knowledge of and reflection upon the formal traits must be prerequisites of the emotional experience. With regard to the existence in the Curriculum of objectives concerning the observing of stylistic features, and seeing that the higher cognitive objective, "Observes the stylistic features of literary works...", was the most highly valued among the six objectives below the median, we have also listed this objective, supplementing it, however, with

the emotional objective above the median in spite of the fact that it is absent from the Curriculum.

Sub-area: Evaluation of literary works

Three of the four objectives in this sub-area were placed above the median in the requirement analysis: "Evaluates literature on the basis of his own criteria", "Seeks criteria in order to be able to evaluate literature in a better way", "Creates his own criteria for evaluating literature". The objective: "Evaluates literature on the basis of criteria laid down by others" was rejected.

The functional objective, to which the subordinated objectives in this sub-area should contribute, is "Selects his literature carefully". Some corresponding expressions are found in the Curriculum. The expression "applies criteria" seems, however, to be absent. Nor is the problem discussed as to whether the criteria should be those laid down by experts or the consumer's own. In the material from the goal document analysis we find several objectives concerning the evaluation of literary works listing different criteria. We had not included them in the questionnaire since we believed that the choice of criteria belonged to the choice of procedures. The distinction between evaluation through the pupils' own criteria and through criteria laid down in a standard curriculum or chosen by the teacher, also to be found in the material from the goal document analysis, was, on the other hand, included in the questionnaire. The view of the evaluators in this case is quite definite. The pupils' own criteria are preferred.

If his own criteria are to be applied by the pupil, he must first seek criteria. Two goal descriptions, one thought to be conative, the other one creative, were included in the questionnaire, and both were placed above the median by the evaluators. We are, however, inclined to think that the two goal descriptions are fairly synonymous, and that the evaluators may have regarded them as such (they have the same mean). Creating, in the real sense of the word, new criteria for evaluating literature is hardly a behaviour to be expected of the pupils in the Comprehensive School.

What we and the evaluators really mean by seeking and creating criteria is perhaps the independent evaluation of literary works, which implies an application of criteria at one's own option. But the choosing of criteria pre-supposes a realization that there are differences between literary works, a knowledge of possible criteria and reflection upon them. Active reflection upon and discussion of evaluative criteria should therefore be put forward as one of the objectives of this sub-area. This will mean that we have proposed only two higher cognitive objectives: "Reflects upon possible criteria for literary evaluation" and "Evaluates literature in an independent way, applying criteria according to his own choice". Evaluation is a higher cognitive behaviour, although the seeking of criteria is a prerequisite for the latter objective.

Sub-area: The authors

This sub-area could be said to be represented by five goal descriptions in the questionnaire. All are placed below the median. We have already interpreted this fact as a manifestation of a general trend to emphasize the literary response rather than the literary work.

There is one passage in the Comprehensive School Curriculum that could be interpreted as implying objectives belonging to this sub-area. But the low placing of the objectives concerning the authors in the requirement analysis is likely to have a good deal to do with a dissociation from what seems to be old-fashioned instruction in author biography.

We have, however, a functional objective which we ought to consider in this connection: "Keeps himself informed of what is going on in the literary world". This is a long-term objective, but it could also appear as a functional objective during school-days, stating that the pupil is keeping himself informed of his own literary surroundings, which should mean of new children's books, films, etc.

The place of children's books in the Comprehensive School Curriculum is not wholly clear. They are mentioned several times, but it may be that they are recommended mostly as a means for the reading of what the Curriculum calls "more demanding" literature. The distinction in the Curriculum between "books for children and young people" and "more demanding literature" cannot be said to be a happy one. Whether

intended or not, it could easily be thought to imply that a dividing line could be drawn between children´s books and "real" literature. There are qualitative differences in literature for children in the same way as in literature for adults. But it must be emphasized that the most outstanding works for children belong to "world literature". If we want to train children to get used to acquainting themselves with such authors as belong to "world literature", it seems most appropriate, taking the pupil characteristics into consideration, to interpret this as authors of children´s books belonging to "world literature". At least this must be valid at the junior and middle departments.

If the pupils keep themselves informed of contemporary literary child culture (not least the child culture created by adults), this could be hoped to contribute to one of the functional objectives of the Comprehensive School. We therefore think that one objective should concern a knowledge of prominent authors of contemporary children´s books and some of their works. Besides, a knowledge of prominent authors of children´s books will be of use to the pupils even as adults, and not only with regard to their role as parents. To keep oneself informed of new literature means also of new literature for children. This reasoning does not prevent one from paying attention to authors of adult literature, too. The experts of the requirement analysis did not seem to attach great weight to objectives concerning the authors, but some authors of adult literature should surely be known at the senior department.

We must, however, also train more specifically the habit of following what is going on in the literary world. In the individual such a habit may most easily manifest itself for the first time as an interest in one or several favourite authors whose new publications are eagerly awaited.

As a result of these considerations we have proposed the following two objectives: "Mentions some prominent authors of contemporary (children´s) literature and examples of their works" and "Is interested in some authors of (children´s) books".

Sub-area: Literature in society

The questionnaire had four goal descriptions concerning literature in society. "Keeps himself informed of what is going on in the literary world" we have already listed as functional. Two of the other were placed above the median: "Can give an account of how to obtain information about literature and how to gain access to literature" and "Reflects upon the importance of literature to man". Below the median (mean only 1.6) came the objective "Can give an account of the book´s progress from the author via the publisher to the bookseller and library".

There is little of this kind in the Comprehensive School Curriculum. But some objectives must be considered to be subordinate to the functional objective, "Keeps himself informed of what is going on in the literary world", which we have understood to be present in the Curriculum. We have already maintained that this functional objective should be given a foundation at school by the pupils´ contact with prominent authors of contemporary (children´s) literature. It seems logical that we also formulate an objective concerning the production and distribution of (children´s) books, theatre and films in the same way.

In comparing the approved objectives and the one not accepted by the evaluators, we can discern the concentration of interest in the receiver. It will seem that the evaluators have meant that it is important that the literary consumer knows how to obtain information about literature and how to gain access to it, but that it is not important to have a knowledge of the productive process itself. We have proposed the objective, "Gives an account of how to obtain information about (children´s) books, theatre, films, etc. and how to gain access thereto". This includes a knowledge of how to obtain information on the recent production of books, theatre, and films, how to find books at the booksellers and at the libraries, and how to find out about theatrical, cinema, etc. performances.

We felt that the formulation of the objective, "Reflects upon the importance of literature to man", approved of by the evaluators, could be improved by stressing the importance of literature to children as well as to adults.

Sub-area: Literary creativity

Four goal descriptions concerning the pupils' literary creativity were incorporated in the requirement analysis questionnaire. Two were placed above the median: "Gives expression to his experiences in a literary form (plays with words, tells stories, writes poetry, etc.)" and "Finds satisfaction in expressing himself in a literary form". Two were placed below - but only just below - the median: "Re-creates his literary experiences through dramatization, painting, composing, etc." and "Pictures in his imagination characters and the course of events in literature". Once again we can interpret this distinction as an expression of the general tendency to stress the receiver rather than the literary works. The two objectives above the median deal with the expression of the pupil's experiences; in the two below the median existing literature is the basis of creativity.

The Comprehensive School Curriculum stresses creative behaviour with regard to literature, the imaginative experience, the re-creating of literary experiences, as well as the expression of one's own experiences in a literary form. The emotional objective, "Finds satisfaction in expressing himself in a literary form", does not seem to be stated explicitly but can be supposed to be implicit in some passages.

Although two of the goal descriptions in the questionnaire ended up below the median (though, only just below), we thought that we should also attach some importance to them with regard to the wording of the Curriculum. But we have united them in one objective, "Re-creates his literary experiences in his imagination (for example, by retelling, playing, painting, etc.)".

It seems quite obvious that the objective, "Gives expression to his experiences in a literary form", should be formulated. But it may not be necessary to include the emotional objective expressing the pupil's satisfaction in doing this, since literary creativity does not seem possible without such an emotional experience.

The object area of mental hygiene

Functional objectives

As was said at the beginning of this chapter, as far as the functional objectives are concerned, we started only from the evaluators' view

on the importance of these objectives. We had three functional objectives in the requirement analysis questionnaire corresponding to the three sub-areas of the object area of mental hygiene. Two of these were placed above the median, "Develops his personality according to his capabilities and opportunities" and "Looks on his life as meaningful". The third objective was placed below the median, "Solves his problems with the help of models found in others". The rejection of the last one seems to have something to do with the opinion that identification and projection are not goals but rather means by which one can solve one's problems, develop a stable personality (since one has regarded literature as a good teaching aid in order to reach all six objectives in this sub-area but only placed one above the median with regard to importance).

The Comprehensive School Curriculum speaks of goals of mental hygiene. It is more doubtful as to whether literature is named as a means in this connection, but there are two passages which may imply this.

Bearing in mind the formulations of the Curriculum, the evaluators' assessment of the functional objectives in the questionnaire, and a certain vagueness in our own formulation of the first functional objective in the questionnaire, we have taken it for granted that the following may be seen to be at least some of the functional objectives for teaching in the object area of mental hygiene: "Is accustomed to judging his own capabilities and opportunities", "Is a self-confident, stable person", "Looks on his life as meaningful".

Subordinated objectives

In the questionnaire there were fifteen subordinated objectives (as in each one of the object areas other than the art-oriented). Five of these are placed in the upper half regarding both the importance of the objectives and the usefulness of literature as a means of reaching them.

One of these, the reproductional objective, "Can give an account of the traits, needs, problems and behaviour of man", had its equivalent in the ethical-social object area, "Can give an account of the traits, needs, problems and behaviour of other people". This objective was not likewise placed in the upper half regarding its

importance. Perhaps the most important thing is the higher cognitive reflection upon these things, from which a knowledge of such traits etc. may follow. These considerations have led us to exclude the reproductional objective.

One further objective seemed to be worthy of discussion: "Finds an outlet for his own emotional needs through identifying himself with others". Of the remaining objectives, this is the one that got the highest mean concerning the usefulness of literature as a means of reaching the objectives. We have deemed it reasonable to include this objective in our list. It expresses an opinion of the value of literature that is often encountered.

We have thus proposed five subordinated curricular objectives in the object area of mental hygiene: "Reflects upon his own traits, needs, problems and behaviour", "Endeavours to understand himself", "Finds thoughts and problems in others that he experiences as vital to himself", "Finds an outlet for his own emotional needs through identifying himself with others", "Reflects upon which factors make life meaningful".

The ethical-social object area

Functional objectives

The three functional objectives in the requirement analysis questionnaire were: "Is tolerant, ready to help, and generous", "Respects and co-operates with others", "Acts in accordance with ethical principles". All three were placed above the median with regard to their importance.

The Comprehensive School Curriculum has equivalent expressions. The objectives are also encountered in the Curriculum in connection with literary instruction.

The first two objectives have much in common, however, which also is demonstrated by passages in the Curriculum. We have therefore put them together. The expression "ethical principles" in the third objective could perhaps lead to the question: what ethical principles? We have therefore written: "the ethical principles of his society".

The following two functional objcctives have thus been put forward: "Respects and co-operates with others" and "Acts in accordance with the ethical principles of his society".

Subordinated objectives

Of the fifteen subordinated objectives in the questionnaire, seven were placed in the upper half regarding both the importance of the objectives and the usefulness of literature as a means of reaching them.

Among the seven objectives, only one belongs to the sub-area of interaction between individuals within such groups as family-units, groups of colleagues: "Feels an affinity with other people". We have discussed two other objectives that were placed in the upper half regarding the usefulness of literature as a means of reaching them and only slightly below the median regarding their importance, one a higher cognitive objective concerned with the reflection upon factors important for the relations within such groups and the other a corresponding conative objective concerning interest in such relations. The Comprehensive School Curriculum contains expressions that point in this direction, formally to the higher cognitive objective. We thought that we could introduce both the higher cognitive and the conative objective in our list.

It is interesting to note the high assessment of three objectives in the sub-area of moral questions, which shows that the evaluators did not hesitate when faced with the words "ethical" and "moral" (the Curriculum of 1969 has removed the word ethical from the otherwise retained wording of the Curriculum of 1962).

Nine subordinated objectives in the ethical-social object area are thus proposed: "Reflects upon the traits, needs, problems and behaviour of other people", "Shares the feelings of other people experiencing their needs and problems", "Takes an interest in the traits, needs, problems and behaviour of other people", "Reflects upon factors important for the relations within such groups as family-units, groups of colleagues", "Feels an affinity with other people", "Takes an interest in the relations within such groups as family-units, groups of colleagues", "Reflects upon ethical norms", "Feels a moral commitment", "Seeks a moral norm".

The language-oriented object area

Functional objectives

The three functional objectives in the questionnaire were: "Uses words correctly", "Speaks and writes in accordance with the grammatical rules" and "Is able to communicate with others". The first and third were placed above the median with regard to their importance, the objective concerned with the grammatical rules below.

The Comprehensive School Curriculum speaks of several language-oriented objectives such as basic skills in listening, seeing and speaking, reading and writing, an ability to understand and form an opinion on what one hears, sees and reads, expressing oneself simply and clearly in speech and writing, a desire to read, cultivating the sense of language, independent and creative linguistic activity, interest in one´s own language and a desire to take care of it.

The concept of language training is nowadays often defined with a wide scope of meanings. It can, for example, be associated with thinking (one must be able to think before one can express oneself), mental health (the clear linguistic expression is evidence of a personality in a state of equilibrium), social interplay (language is the most important instrument for communication with other people), art (literature is the art of language). Literature may be a reasonable aid in all these connections. Although such a wide definition is, of course, possible, we have placed the above-mentioned goals in object areas other than the language-oriented. Language-oriented objectives in a narrow sense, for which literature can be a valuable aid, must, however, remain.

"Uses words correctly" and "Is able to communicate with others" were the two functional objectives accepted by the evaluators. Words are very important for linguistic communication, however, and it may not be necessary to list the use of words as a separate functional objective. Moreover, the expression "uses" could seem to denote active vocabulary only. We have therefore stressed both the sender and the receiver aspect and formulated the following functional objective: "Communicates linguistically both as a sender and receiver".

Subordinated objectives

Of the fifteen subordinated objectives in the questionnaire, four were placed in the upper half regarding both the importance of the objectives and the usefulness of literature as a means of reaching them. They all concern vocabulary: "Has a rich vocabulary", "Reflects upon his and other people's choice of words", "Finds satisfaction in a correct and varied choice of words", "Is interested in increasing his vocabulary". We are listing them but felt that the wording of the first could be changed. It is meant to express a reproductional objective, the simple knowledge of words. We have written: "Identifies the meaning of a great number of words" (finding it hard to state the exact number of words, which, in principle, should be possible).

Very nearly fulfilling the requirement to be in both the upper halves is the creative objective: "Varies his sentence structure in a personal way". The Comprehensive School Curriculum has the related expression: "Independent and creative linguistic activity". We thought that we could place in our list an objective that combined these two wordings, not limiting the object of behaviour to sentence structure: "Finds personal ways of expressing himself linguistically". (This could, of course, also be seen as an art-oriented objective, but there are other forms of linguistic expression than the attempt to produce literature.)

As was seen above, the Comprehensive School Curriculum states objectives concerning reading, speech and writing. Literature is also regarded by the Curriculum as a teaching aid in these respects. Surely we can hope that a frequent reading of literature (fiction and non-fiction), especially when it is taken up owing to the reader's own interest, may be the surest way to remedy an insufficient and inadequate reading ability. We felt, therefore, that we should list objectives concerned with reading, speech and writing and have suggested the following three: "Grasps the content of communication presented in speech and writing", "Seeks to make use of the source of information provided by printed material", "Expresses himself clearly in speech and writing". (The creative objective, "Finds personal ways of expressing himself linguistically", has already been listed.)

We thought that an additional objective ought to deal with the understanding of the function of language as a tool for communication,

that is, for example, that language can be misunderstood. Literature seems to be a good teaching aid in this respect. The objective was formulated as: "Reflects upon the function of language as a tool for communication".

Thus a total of nine subordinated objectives were listed in the language-oriented object area.

The society-oriented object area

Functional objectives

The three functional objectives in the requirement analysis questionnaire were: "Has a global perspective", "Is a good citizen" and "Takes part in religious, philosophical or political activities". The first two were placed above the median with regard to their importance, the third below.

Expressions corresponding to the two objectives approved of are found in the Comprehensive School Curriculum.

The expression a "good" citizen met with some hesitation and occasionally spontaneous opposition from the evaluators. We could defend ourselves by pointing out that this expression is used by the Curriculum itself, but we have changed the formulation.

The relatively low assessment of the third functional objective is somewhat surprising. There is a similar formulation in the Comprehensive School Curriculum. We have tried to find out what may have caused the opposition in order to be able to re-formulate the objective. It could be that the position of religion in Sweden is such that some evaluators were reluctant to stress the taking part in religious activities. Perhaps "philosophical activities" seemed unclear. Another possibility may be that the formulation could seem to imply that all pupils should become members of religious, philosophical or political associations. Since we shall have to list some subordinate objectives in the corresponding sub-area, we ought to have a functional objective, and we have proposed a new formulation.

The functional objectives put forward are: "Has a global perspective", "Behaves as a citizen conscious if his responsibilities" and "Keeps himself informed of the current debate on questions concerning the philosophy of life and attitudes towards society".

Subordinated objectives

Of the fifteen subordinated objectives, four are placed in the upper half regarding both the importance of the objectives and the usefulness of literature as a means of reaching them: "Takes an interest in the state of affairs in different countries and during different periods", "Reflects upon the state of affairs within groups of society such as social groups, occupational groups, interest groups, authorities", "Is interested in the state of affairs within groups of society such as social groups, occupational groups, interest groups, authorities", "Is interested in religious, philosophical or political attitudes".

The sub-area "The state of affairs in different countries and during different periods" is, of course, deemed to be important by the Comprehensive School Curriculum, and the sub-area is also mentioned by the Curriculum in direct connection with literature as a teaching aid.

From the formulations in the Curriculum it could seem that cognitive objectives also ought to be important, perhaps even a reproductional one, even though only the conative objective in the requirement analysis was placed in both the upper halves. We have also listed the higher cognitive objective, "Reflects upon the state of affairs in different countries and during different periods". The mean is very near the median regarding the importance of the objective, and above the median regarding the usefulness of literature as a means.

The scope of the object in these two objectives is, of course, very great. The conative objective was, in fact, used at the beginning of this chapter as an example of occasions when it would be preferable to be more precise, in this case stating specific countries and specific periods. But we did not consider it to be our commission to analyse the goals of geography and history teaching.

The sub-area "Groups of society such as social groups, occupational groups, interest groups, authorities" can also be said to be present in formulations in the Curriculum, but literature as a teaching aid seems to be mentioned only in connection with sex roles (the sexes may to some extent be seen as occupational and interest groups). We have listed the two objectives approved of by the evaluators. What was said above concerning the scope of the object of behaviour also applies in this case.

The sub-area "Religious, philosophical and political attitudes" is represented in the Curriculum when it speaks of questions concerning the philosophy of life and attitudes towards society. Literature as a teaching aid is mentioned only in vaguer formulations, however.

In the requirement analysis only the conative objective was placed in both the upper halves. But the higher cognitive objective was the most highly valued among the other objectives, and we have listed this objective, too. The formulation of the object of behaviour was changed according to the new formulation of the corresponding functional objective. In this case, too, the object of behaviour is, of course, fairly extensive and must be more specified when co-ordinating procedures and criteria with the objectives.

Six subordinated objectives are thus proposed in the society-oriented object area: "Reflects upon the state of affairs in different countries and during different periods", "Takes an interest in the state of affairs in different countries and during different periods", "Reflects upon the state of affairs within groups of society such as social groups, occupational groups, interest groups, authorities", "Takes an interest in the state of affairs within groups of society such as social groups, occupational groups, interest groups, authorities", "Forms an opinion about questions concerning the philosophy of life and attitudes towards society", "Takes an interest in questions concerning the philosophy of life and attitudes towards society".

The logic-oriented object area

The goal document analysis also presented objectives for the attainment of which literature was regarded as a suitable means in object areas other than the five now accounted for. On the other hand, the goal descriptions were not numerous, and we did not include these object areas in the requirement analysis questionnaire. The object areas referred to are the logic-oriented, the manual, the nature- and technology-oriented, the area of physical training and health, the work-oriented. The logic-oriented and the nature- and technology-oriented areas are not mentioned in the Comprehensive School Curriculum in connection with literature; some occasional remarks are made with

regard to the other three. One could try to formulate objectives in all these five object areas but we have confined ourselves to the logic-oriented area.

Functional objectives

Although there is no mention of literature in this connection, the Curriculum sees the logic-oriented object area as a most essential one. On the basis of formulations in the Curriculum we have proposed the following two functional objectives: "Is in the habit of examining thoughts in a clear, critical and logical way" and "Resists biased influence".

Subordinated objectives

We consider that some important subordinated objectives in this area could be stimulated and trained through the use of (children´s) literature. Provisionally we have listed two higher cognitive objectives as well as one conative: "Reflects upon concept formation and upon relations between concepts", "Advances hypotheses and draws plausible conclusions from given premises", "Ventures to set about solving problems".

The list of curricular objectives

The curricular (functional as well as subordinated) objectives listed as a result of the discussion are thus the following:

Teaching in order to bring about contacts with the art form literature (Object area: Art-oriented)

FUNCTIONAL (LONG-TERM) OBJECTIVES

Has a positive attitude to literature
Is in the habit of consuming literature
Selects his literature carefully
Keeps himself informed of what is going on in the literary world

SUBORDINATED CURRICULAR OBJECTIVES

Sub-area: The literary works and their content

1. Derives pleasure from literary works (emotional)
2. Is arrested by the excitement, atmosphere and humour of literary works (emotional)
3. Takes an interest in literature (conative)
4. Reflects upon the people and course of events in literary works (higher cognitive)
5. Is emotionally involved with the characters and course of events in literary works (emotional)
6. Interprets the message of literary works (higher cognitive)
7. Is emotionally reached by the message of literary works (emotional)

Sub-area: The form of literature

8. Observes the stylistic features of literary works such as choice of words, figurative language, rhythm and composition (higher cognitive)
9. Finds pleasure in observing the formal traits of literary works such as choice of words, figurative language, rhythm and composition (emotional)

Sub-area: Evaluation of literary works

10. Reflects upon possible criteria for literary evaluation (higher cognitive)
11. Evaluates literature in an independent way, applying criteria according to his own choice (higher cognitive)

Sub-area: The authors

12. Mentions some prominent authors of contemporary (children's) literature and examples of their works (reproductional)
13. Is interested in some authors of (children's) books (conative)

Sub-area: Literature in society

14. Gives an account of how to obtain information about (children's) books, theatre, films, etc. and how to gain access thereto (reproductional)
15. Reflects upon the importance of literature to children and to adults (higher cognitive)

Sub-area: Literary creativity

16. Re-creates his literary experiences in his imagination (for example, by retelling, playing, painting, etc.) (creative)
17. Gives expression to his experiences in a literary form (creative)

Teaching with the aid of the art form literature in order to reach objectives other than art-oriented ones

Object area: Mental hygiene

Some of the FUNCTIONAL (LONG-TERM) OBJECTIVES for the teaching in this area:
Is accustomed to judging his own capabilities and opportunities
Is a self-confident, stable person
Looks on his life as meaningful

SUBORDINATED CURRICULAR OBJECTIVES that could be stimulated and trained with the aid of the art form literature:

18. Reflects upon his own traits, needs, problems and behaviour (higher cognitive)
19. Endeavours to understand himself (conative)
20. Finds thoughts and problems in others that he experiences as vital to himself (higher cognitive)
21. Finds an outlet for his own emotional needs through identifying himself with others (emotional)
22. Reflects upon which factors make life meaningful (higher cognitive)

Object area: Ethical-social

Two of the FUNCTIONAL (LONG-TERM) OBJECTIVES for the teaching in this area:
Respects and co-operates with others
Acts in accordance with the ethical principles of his society

SUBORDINATED CURRICULAR OBJECTIVES that could be stimulated and trained with the aid of the art form literature:

23. Reflects upon the traits, needs, problems and behaviour of other people (higher cognitive)

24. Shares the feelings of other people experiencing their needs and problems (emotional)
25. Takes an interest in the traits, needs, problems and behaviour of other people (conative)
26. Reflects upon factors important for the relations within such groups as family-units, groups of colleagues (higher cognitive)
27. Feels an affinity with other people (emotional)
28. Takes an interest in the relations within such groups as family-units, groups of colleagues (conative)
29. Reflects upon ethical norms (higher cognitive)
30. Feels a moral commitment (emotional)
31. Seeks a moral norm (conative)

Object area: Language-oriented

One FUNCTIONAL (LONG-TERM) OBJECTIVE for the teaching in this area:
Communicates linguistically both as a sender and receiver

SUBORDINATED CURRICULAR OBJECTIVES that could be stimulated and trained with the aid of the art form literature:

32. Identifies the meaning of a great number of words (reproductional)
33. Reflects upon his and other people´s choice of words (higher cognitive)
34. Finds satisfaction in a correct and varied choice of words (emotional)
35. Is interested in increasing his vocabulary (conative)
36. Grasps the content of communication presented in speech and writing (higher cognitive)
37. Seeks to make use of the source of information provided by printed material (conative)
38. Expresses himself clearly in speech and writing (higher cognitive)
39. Finds personal ways of expressing himself linguistically (creative)
40. Reflects upon the function of language as a tool for communication (higher cognitive)

Object area: Society-oriented

Some of the FUNCTIONAL (LONG-TERM) OBJECTIVES for the teaching in this area:
Has a global perspective

Behaves as a citizen conscious of his responsibilities
Keeps himself informed of the current debate on questions concerning the philosophy of life and attitudes towards society

SUBORDINATED CURRICULAR OBJECTIVES that could be stimulated and trained with the aid of the art form literature:

(Note: In objectives 41-46, a further specification of the objects of behaviour, leading to a number of objectives, is necessary. The objectives only describe groups of curricular objectives.)

41. Reflects upon the state of affairs in different countries and during different periods (higher cognitive)
42. Takes an interest in the state of affairs in different countries and during different periods (conative)
43. Reflects upon the state of affairs within groups of society such as social groups, occupational groups, interest groups, authorities (higher cognitive)
44. Takes an interest in the state of affairs within groups of society such as social groups, occupational groups, interest groups, authorities (conative)
45. Forms an opinion about questions concerning the philosophy of life and attitudes towards society (higher cognitive)
46. Takes an interest in questions concerning the philosophy of life and attitudes towards society (conative)

Object area: Logic-oriented

Two of the FUNCTIONAL (LONG-TERM) OBJECTIVES for the teaching in this area:

Is in the habit of examining thoughts in a clear, critical and logical way
Resists biased influence

SUBORDINATED CURRICULAR OBJECTIVES that could be stimulated and trained with the aid of the art form literature:

47. Reflects upon concept formation and upon relations between concepts (higher cognitive)
48. Advances hypotheses and draws plausible conclusions from given premises (higher cognitive)
49. Ventures to set about solving problems (conative)

The behavioural types of the 49 proposed subordinated objectives

At the end of chapter 6 the behavioural types of the 42 objectives most highly valued by the evaluators of the requirement analysis were examined. It was found that there were more objectives of emotional, conative and creative behaviour than of cognitive behaviour. In all there were 14 cognitive objectives and 21 emotional-conative-creative (the rest being functional objectives). This was seen in relation to the concepts of "reading for information" and "reading for experience" used by the Comprehensive School Curriculum. The use of these expressions was regarded as an indication of a wish that the objectives of the Comprehensive School should not only be cognitive, but also emotional, conative and creative, and that this should be manifested in literary instruction through the establishing of some sort of balance. It would thus be of interest to see if this balance is attained in our proposed list of subordinated curricular objectives. The behavioural types of these objectives are set out in Table 2. If we put the reproductional and the higher cognitive objectives together, we find that 8 out of 17 in the art-oriented object area, and 16 out of 32 in the other object areas are of this type, which makes a total of 24 out of 49. This is exactly one half of the objectives. The other half is made up of the emotional, conative and creative objectives. Thus the cognitive objectives have gained a somewhat better position than in our interpretation of the results of the requirement analysis. But we can say that our list is in agreement with the intentions of the Curriculum.

From Table 2 it can also be seen that higher cognitive objectives play a much more important role than reproductional, which is in accordance with the views of the Curriculum, too. We have, however, (in 5, 80) expressed some hesitation about the fact that only three creative objectives are listed. Such objectives certainly seem to be suitable when we are dealing with creative art. We have, indeed, listed creative objectives concerning the pupils' own literary production. The question is whether such objectives should not be stated to a greater extent in other connections, too.

Table 2. The behavioural types of the listed curricular objectives

	Reproductional	Higher cognitive	Emotional	Conative	Creative
Teaching in order to bring about contacts with the art form literature (Object area: Art-oriented)					
The literary works and their content	-	2	4	1	-
The form of literature	-	1	1	-	-
Evaluation of literary works	-	2	-	-	-
The authors	1	-	-	1	-
Literature in society	1	1	-	-	-
Literary creativity	-	-	-	-	2
Total (N = 17)	2	6	5	2	2
Teaching with the aid of the art form literature in order to reach objectives other than art-oriented ones					
Object area: Mental hygiene	-	3	1	1	-
Object area: Ethical-social	-	3	3	3	-
Object area: Language-oriented	1	4	1	2	1
Object area: Society-oriented	-	3	-	3	-
Object area: Logic-oriented	-	2	-	1	-
Total (N = 32)	1	15	5	10	1
All objectives (N = 49)	3	21	10	12	3

8 COLLECTING AND SORTING PROCEDURES AND CRITERIA

As was outlined in chapter 3, the tasks supplementing the goal analyses of the project were to collect instructional procedures and evaluative criteria in the sphere of literary instruction and, with the help of this collected material, to try to co-ordinate procedures and criteria with the formulated curricular objectives, that is, to construct objective-procedure-criterion units (cf. 2.6).

Types of sources presenting procedures

In literary anthologies we often find questions and exercises put after each text. Teachers' manuals are attached to some literary anthologies. Here, too, the usual contents are questions and exercises belonging to the separate texts. There may also be some other advice and tips for instruction and even plans for entire lessons. There are also teachers' manuals dealing not with a special anthology but with the native language as a school subject, or with components of this subject such as reading and writing. Such manuals usually contain a model of how a lesson can be arranged. As the teaching of literature is defined by the project as teaching not only in order to bring about contacts with the art form literature, but also as teaching with the aid of the art form literature in order to reach objectives other than art-oriented ones, we can find advice and tips for the use of literature as well as plans for entire lessons where literary works are included to a greater or lesser extent, in teachers' manuals for practically all school subjects but especially for history and geography. It is striking, however, that literature in this connection is most often mentioned as a stimulus for an activity or as something that the pupils are recommended to read at their own choice after instruction, but more seldom as something that is systematically integrated into the procedures.

Plans for lessons in the native language or in other school subjects are found in journals for teachers. Books in the form of essays on a special idea or complex of problems can also be used as sources. Such books do not deal with plans for lessons or questions concerning particular texts. Instead the author wants to give a

stimulus to a new way of thinking about the relation between children and literature, presenting a variety of new ideas and tips. Often the author adopts a certain educational theory. There are also research reports on investigations where procedures for literary instruction have been tested empirically. The aims of this research may vary, but the procedures themselves can be noted.

Types of sources presenting criteria

Evaluation techniques are not always mentioned in teachers' manuals and similar documents described above, but there may be something of this kind, such as, for example, questions to be answered or a small essay or review to be written. Additional material is found in complex tests constructed for marking or diagnostic purposes. It must be observed, however, that such "tests of literature" only deal with objectives concerning teaching in order to bring about contacts with the art form literature. The objectives in object areas other than the art-oriented one will not be looked upon as "literary objectives". In a way this is right, of course. The criteria in, for example, the object area of mental hygiene, will be tests of mental hygiene. We have not tried to collect all the various sorts of tests. There are also theoretical treatments of literary evaluation to be studied.

In 5 (117-129) we have given a survey of some (American) tests that we were able to collect (we have, however, experienced difficulties in obtaining a more comprehensive sample). They have been examined from the viewpoint of the different subordinated curricular objectives proposed by the project in the art-oriented object area. The test types are generally directed towards an observation of behaviours of a reproductional or higher cognitive type. The construction of such criteria does not involve great difficulties. We should have been much more interested had we found more test items observing the effect of instruction aimed at emotional, conative and creative behaviour.

In the theoretical treatments of literary evaluation we encounter the same concentration on cognitive objectives. There are, however, also many interesting suggestions in the theoretical literature concerning the evaluation of objectives other than the cognitive ones, using observation by the teacher, records of voluntary reading, interest inventories, questionnaires, and attitude scales, performance in book reports or activities following reading (cf. 5, 129-135).

The sorting of the collected material

The sorting of the collected material was done in two steps. First, we tried to get an overall picture of the material by classifying the procedures and the criteria according to the taxonomy used in our goal analyses, i.e. according to explicitly expressed or implicitly present objectives.

The second step was to try to find such procedures and criteria in the collected and catalogued material that could be used in objective-procedure-criterion units headed by the subordinated curricular objectives in the proposed list of such objectives.

The aim of the collecting and sorting of procedures and criteria

The aim of the collecting and sorting of procedures and criteria was not to enable us to give an empirical description of what procedures and criteria are in world-wide use. What we tried to create was a material which could be used when we wanted to find systematic ways of reaching the curricular objectives proposed by the project for the teaching of literature and of observing the results of this teaching. The store of procedures and criteria was thus meant to be published only in a revised form and to the extent that was convenient. It should first and foremost be used in connection with the work on practical application and further research outlined in chapter 10.

9 CONSTRUCTING OBJECTIVE-PROCEDURE-CRITERION UNITS

The work on objective-procedure-criterion (O-P-C)units, planned for a phase of practical application, has been illustrated in 5 (138-160) by nine examples of such units. Five of these deal with teaching in order to bring about contacts with the art form literature, i.e. the curricular objectives heading the units belong to the art-oriented object area of our classification scheme. Four deal with teaching with the aid of the art form literature in order to reach objectives other than art-oriented ones. From the viewpoint of the behavioural types, four of the curricular objectives heading the units are higher cognitive, two emotional, two conative, and one creative.

The O-P-C unit form used is that reproduced in 2.6 as Figure 3. We also tried to present the O-P-C units as uniformly as possible in other respects. For example, we stated the different stages of the procedure in numbered paragraphs. The units were addressed to the teacher.

With regard to the utilization of the sources it may be pointed out that we did not want to give correct descriptions of the sources as such, which means that we used them rather freely. We naturally stated the source even if very little was taken from it.

This free use of the sources may imply that: a) The source merely gave us a suggestion that we developed on our own. b) We arranged the steps taken in the source in a somewhat different order, or we supplemented the procedure with suggestions found in another connection in the source. c) We removed parts of the procedure described in the source. d) We made some additions of our own to the procedure. e) We supplemented criteria when no criteria were stated. On the other hand, when there seemed no valid reason to alter the wording of the source, we did not hesitate to quote it without adaptation.

In the following I reproduce one of the nine O-P-C units given in 5. It is headed by an objective belonging to the society-oriented object area and expressing conative behaviour.

Object area: Society-oriented	Behavioural type: Conative

Curricular objective: Objective 46: Takes an interest in questions concerning the philosophy of life and attitudes towards society

Specified object of behaviour: Questions concerning attitudes towards socio-economic differences in society

Specified procedure:

The book "Die rote Zora und ihre Bande" ("Red Zora and her gang") by Kurt Held (German original 1941, revised edition 1953) is chosen as the teaching aid.

The reason for this book being chosen is that it deals with poor children in a small Croatian town, living together as a gang and stealing when hungry. The obvious problem is how such conditions are allowed and what could be done about it. The book also deals with the influence of a fishing company in the town. Old Gorian´s words before the borough administrators form something of a motto: "The guilty ones are not the children. We are the guilty ones."

1. Make sure that the children read the book at home. (The reading may take place in connection with some reading scheme adopted in the class: the book of the month, etc.).
2. When all children have read the book, spend some lessons discussing and using it.
3. Introduce the discussion by showing a film-strip or the like, depicting the conditions in which poor children live all over the world. This will help the pupils to get a real insight into the distress of Red Zora and her gang.
4. Present press cuttings dealing with juvenile delinquency in the wealthy countries of our time. The pupils may collect further material themselves. Introduce a discussion in order to get the pupils to understand why transgressions of the law are being made. Ask the pupils to compare this with the misdemeanours of Red Zora´s gang, so that they understand that the children in the book steal because of material need.
5. Introduce discussions of selected chapters of the book, for example the one dealing with Branko´s theft. What is a theft and what is not?

6. Discuss the relations between the children of Red Zora's gang and the grown-ups in the town, resulting in a discussion of social justice for all.
7. Discuss the social structure of this Dalmatian society of long ago. This structure may not be the same as the structure of the pupils' own society. Encourage the pupils to state the differences, but also to ask themselves if there are some similarities.
8. Discuss what a social and an asocial attitude is. The difference may be easily shown by comparing Gorian's and Karaman's attitudes. But the question could also be asked: Is the attitude of Red Zora's gang a social or an asocial one? The gang members behave socially towards each other, but not always in relation to the town community to which they yet in a way belong.

Criteria:

The objective is a conative one, and the criteria must therefore be not behaviours that show understanding of the conditions in Red Zora's town, but an interest in the problems of society on the whole. Such behaviours may appear in

a) questions when recounting the content of the book read,
b) expressions of approval or disapproval when relating some events in the book read,
c) spontaneous comments on similarities with or differences between the Dalmatian society described in the book read and other societies, for example, his own,
d) suggestions as to what could have been done in the society described in the book read and in other societies he knows of, for example, his own.

Pupil characteristics:

Middle and senior departments. (The source used has school years 7 and 8 in mind. The considerable length of the book may be pointed out. The Swedish edition (1954) is somewhat shorter, however.)

Related curricular objectives:

Objective 45: Forms an opinion about questions concerning the philosophy of life and attitudes towards society (Object area: Society-oriented. Behavioural type: Higher cognitive).

Objective 5: Is emotionally involved with the characters and course of events in literary works (Object area: Art-oriented. Behavioural type: Emotional).

Source used:

Krüger, Anna (1970). Kinder- und Jugendbücher als Klassenlektüre. 2., veränderte Auflage. Internationale Untersuchungen zur Kinder- und Jugendliteratur, 5. Weinheim, Berlin, Basel: Verlag Julius Beltz, 255-281.

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10 A PROGRAMME FOR PRACTICAL APPLICATION AND FURTHER RESEARCH

10.1 Exploitation of the project's technique in fields other than literary instruction

The LIGRU Project has developed a method for a systematic analysis of goal-based instruction. Thus, a task of further research could - apart from the problems of literary education - be to use this to deal with other important but not systematically treated fields of the school.

The need for systematic work on explicit and systematically arranged formulations of the curricular objectives of the Comprehensive School has already been stressed. This was when we had to propose the objectives of instruction with the aid of the art form literature, the objects of behaviour in this case belonging to object areas other than the art-oriented one. As was said in chapter 7, the eligible procedure should have been to select a number of objectives already formulated, for which instructional procedures including the use of literature could advantageously be constructed. Since there is no list of objectives explicitly formulated for the Swedish Comprehensive School, and since the task to deal with the whole field of the Comprehensive School was more than the project could undertake or was commissioned to do, our list of curricular objectives in areas other than the art-oriented one are only fragments of the lists that should be put forward by curricular teams dealing with these areas. We have tried to account for the parts of these lists where literature seems to be useful as an educational aid.

During the course of this work it thus became obvious that a systematic analysis of the curricular objectives of the Comprehensive School is a very urgent task. The Comprehensive School Curriculum, with its several supplements, presents a very large text mass where objectives may be found anywhere. They are not very systematically arranged and often only stated in an implicit way. The need for a more explicit and systematic formulation of the curricular objectives was, in fact, also stressed by the team dealing with marking questions within the Swedish National Board of Education, in its report in 1971 (quoted in 2.3).

As was said above, the laying down of curricular objectives is necessary, if it is to be possible to discuss the aims of the school and, if one wants to, to change them. It seems advisable to stress this viewpoint at the present moment, when the somewhat vague interest in goal descriptions, current in Sweden during the 60´s under the influence of "educational technology", seems to be growing weaker. In my opinion this diminishing interest can be explained by a sense of fatigue caused by the focusing on formulated objectives of the type here called procedure and criterion objectives (or objectives on the third level of generality). As was said in 2.6, it is debatable as to how important it may be to formulate such objectives, even though teachers are often encouraged to do that very thing. Concentration on what I have called here the curricular objectives (or the objectives on the second level of generality) is the sensible middle course between a school without goals and the impossible task of listing thousands of procedure and criterion objectives, impossible not only owing to its difficulty, but also owing to the regard that must be taken to the teacher´s (and the pupil´s) freedom to choose instructional procedures.

A more thorough work in this field could advantageously start, not from the "subjects", but from a taxonomic division in object areas, in which the objects of behaviour in the goal descriptions can be classified, for example, through the use of the object areas found in the taxonomy of the LIGRU Project.Object areas and/or object sub-areas can demarcate well-defined tasks of research. In the same way as the LIGRU Project has worked on the objectives of literary instruction, other art forms can be treated: pictorial art, music, and so on. Other topical object areas are (using the taxonomical division of our project) the ethical-social area, the area of mental hygiene, the work-oriented and the logic-oriented areas, the area of physical training and health.

Only when the individual objectives have been discussed and accepted, does the question arise as to if and how they should be allocated to different subjects. It may parenthetically be pointed out that the problem of how important it is to divide instruction in the Comprehensive School into subjects, belongs to the themes for research brought to the fore by the staff of the Swedish National Board of Education. Literary instruction is a good illustration of this

problem. The objectives of instruction in the art form called literature could be brought together with other art-oriented objectives to a subject of art. At the present time they above all belong to the subject Swedish. However, as a teaching aid, literature is also mentioned in the Comprehensive School Curriculum in connection with local history, geography and nature at the junior department, with history, civics and religion at the middle and senior departments, and further in connection with the subjects English, drawing, music, handicraft, child theory, art, and freely selected work.

The method employed by the LIGRU project was a fairly complicated one, including a goal document analysis, a requirement analysis, a new discussion comprising a close inspection of the present Comprehensive School Curriculum. It may not always be necessary to use the same long procedure. Some kind of requirement analysis must be included, however, in order to reach a certain degree of objectivity. The usual way of preparing a central standard or local curriculum is to appoint a person or a committee to write them down. What is suggested here is something else.

When the curricular objectives for a certain object area or object sub-area (or subject or part of a subject) are accepted, the work on instructional procedures can start in a more systematized way through the goal-referenced structure.

How to find suitable evaluative criteria has been a constant problem for the Swedish Comprehensive School. The marking system recently proposed for this school also requires many criterion descriptions. If one wants to construct evaluative criteria, the first prerequisite is that the curricular objectives are formulated in an explicit way. But if they are, the work on the criteria (including alternative criteria, cf. 2.6) is greatly facilitated.

10.2 Practical application and further research in order to make literary instruction in the Comprehensive School more effective

10.2.1 Stimulating teacher discussions around the list of proposed curricular objectives

If the teaching of literature in the Swedish Comprehensive School is to be made more effective through the use of goal-based instruction,

it must be very important that teachers are encouraged to focus their attention on the curricular objectives. The point of this is that instruction should systematically return to the curricular objectives, so that, when the effects of the chosen procedure have been observed, the teacher knows that a step, albeit small, has been taken towards the behaviour defined by the curricular objective in question.

The expression curricular objectives is chosen here, since we have taken it for granted that the decision-making authority that determines what we have called the objectives on the second level of generality is the authority that writes curricula. In Sweden this will mean the National Board of Education. But the proposed list of curricular objectives for literary instruction, which is one of the main results of the project, could also be a starting-point for sincere and animated discussions on the local level.

It is, of course, conceivable that local authorities work out their own curricula. This should not imply any political problems as long as the local curriculum is in general agreement with the national one. As has been pointed out, the central standard curriculum of the Swedish Comprehensive School does not state the objectives in a way that could be called wholly explicit and systematic.

When a local curriculum is worked out, the teachers must have an important role to play. But even if there is no attempt to shape a local curriculum, teacher conferences and individual teachers may have reason to think about and discuss the curricular objectives.

As far as literary instruction is concerned, there are a number of problems that have been outlined already in my Introduction (chapter 1). Is literary instruction an aesthetic education, and what should be meant by aesthetic in such a case? Is literary instruction meant to serve goals such as linguistic proficiency, historical and geographical information, the pupils' understanding of themselves, ethical and social development? Is the aim of literary instruction to yield knowledge, to encourage critical thinking? Is it perhaps more important to provide emotional experience and to stimulate creativity? Which demands for literary quality ought to be put on the literary texts used in instruction? To what extent should the texts be ones that pay regard to the age level and individual characteristics of the pupils?

These problems have at least partly been answered by the proposed list of curricular objectives for literary instruction. I do not mean that they have been solved once and for all. The aim of the list is to stimulate discussion. But it could be said that the problems are articulated by way of the explicit formulation of the goal descriptions and by way of the systematic arrangement. The advantage of systematically arranged explicit goal descriptions is not only that they may make instruction more effective, but also that they can be more easily criticized.

Many teachers are perhaps not accustomed to discussing the aims of the school in this way. The list of proposed objectives is further published in research reports. There seems therefore to be a need for two different materials for teacher in-service training: 1) A material treating goal-based instruction as such, the discussing and choosing of curricular objectives and the working with the starting-point in such objectives. 2) A material based on the list of proposed curricular objectives for the teaching of literature in the Comprehensive School, a) making it easily obtainable, b) presenting it in such a way that the underlying reasoning is made clear, c) suggesting the problems that ought to be discussed.

To increase the interest in discussing the objectives for literary instruction in the Comprehensive School was one of the main reasons for the project being begun.

10.2.2 Giving teachers an enlarged repertoire of procedures and criteria to choose from in literary instruction

a) Constructing objective-procedure-criterion units

As was accounted for in chapters 8 and 9, the work of the project has included a collecting and sorting of procedures and criteria for literary instruction. The aim was to create a material which could be used when one wanted to find systematic ways of teaching according to the curricular objectives proposed by the project and of observing the results of this teaching.

This material was utilized in order to find out how an objective-procedure-criterion unit could be constructed. Nine examples were given in report 5, one of which is reproduced here in chapter 9.

A sample of this material, co-ordinated with the proposed list of curricular objectives, will also be published this year in a report in Swedish.

However, there is a lot of work to be done in the future. The procedures collected are very seldom goal-based in our sense. As a rule they treat procedures as procedures, i.e. they tell how to use drama at school, how a story is told in the best way, how the notice-board can be used, how one can proceed when planning a book-club, etc. Swedish examples often describe how a lesson is centred around a text in one of the anthologies, or around certain themes according to which anthologies may be arranged (love, the autumn, etc.).

The infrequent stating of objectives in an explicit way is especially conspicuous in the case of teaching in object areas other than the art-oriented one. The language-oriented and the logic-oriented object areas seem to be the most neglected ones.

The repertoire of procedures and criteria must therefore be enlarged. Using the method applied by the LIGRU Project, this means that the first step should be a further work on the construction of objective-procedure-criterion units headed by the curricular objectives proposed by the project.

In 1971 the Swedish National Board of Education sent out a questionnaire to teachers asking them what they felt to be especially necessary for a successful teaching of the subject Swedish. The answers stressed the need for teaching aids for "reading for experience" and "free reading", two concepts occurring in the Comprehensive School Curriculum. In the discussion of these concepts, we have interpreted them as a stressing of the objectives for literary instruction belonging to the emotional, conative and creative behavioural types. Objectives of these types are well represented in the proposed list of curricular objectives, and a further work on objective-procedure-criterion units headed by these objectives should therefore be a way of meeting this need.

The work on objective-procedure-criterion units has to be carried out through a further study of handbooks on instructional procedures - especially foreign ones. New books of this sort are, of course, constantly appearing. Proposals of procedures published in non-Swedish books obviously very often use literary works that are not available

in Swedish translation. This means that procedures found in foreign sources have to be adapted to Swedish conditions. Very often new constructions of procedures and criteria must be made, especially in the case of object areas where there are few published suggestions.

An interesting finding in the inquiry of the Swedish National Board of Education just mentioned was that the pupils seemed to prefer whole literary works to anthologies. This is in accordance with a methodological belief long held by people in various countries who have worked for the promotion of literature for children and young people. In order to fulfil this demand, one has to go through an extensive amount of literature for children and young people (and other literature suited to the pupils of the Comprehensive School), which is accessible in libraries and on the market in Sweden.

The procedures can be more general as well as more specified. In the case of literary instruction, the specifying of a procedure most often implies that a certain literary work is introduced. Therefore it is easier to transfer foreign suggestions when the procedures are more general. On the other hand, the stressing that all instruction has to be individualized, an idea that was one of the starting-points of the project (cf. chapter 1, item 4), makes it very important that a lot of parallel procedures of a specified type, including the choice of a literary text, are put forward. When speaking of individualization one has of course to think both of the average qualifications and interests of different school year levels and of individual variation within the classes.

A programme for further work on the constructing of objective-procedure-criterion units should thus include:

1) Consideration of all object areas of interest.
2) Consideration of both non-cognitive and cognitive behavioural types.
3) Consideration of general as well as of specified procedures.
4) In the case of the specified procedures, consideration of literature for children and young people and other literature suited to the pupils of the Comprehensive School that is accessible in libraries and on the market in Sweden.
5) In the case of general as well as of specified procedures, a special regard to the use of whole literary works as opposed to fragments of such works presented in anthologies.

6) Consideration of the need for individualization (with regard both to school year levels and to the individual variation within the classes) leading to parallel procedures. This will in most cases mean the use of different literary works in order to meet the different qualifications and interests of the pupils.

b) Constructing complex instructional units starting with specified literary works

In 2.7 I dealt with the concept of the complex instructional unit. There must often be several curricular objectives for a lesson or another type of separate activity at school, and thus more complex instructional units than the objective-procedure-criterion units have to be built up. The latter are the prerequisites for such complex units, however.

In the case of literary instruction it is often suitable to centre an activity at school around a certain literary work. This work may be chosen in order to reach a special curricular objective, but very often several objectives can be served by the literary work in question. There should certainly not be too many curricular objectives listed in a complex instructional unit with a literary text as the uniting element. As was said in 2.7, it is always better to work on a clearly defined objective through a lesson, etc., than to try to accomplish a lot. Nevertheless, more than one curricular objective can be served by the use of a certain literary work.

A discussion of the best way to present complex instructional units centred around specified literary works can start from some systems which are found in international educational literature.

1) One type is a book dealing with a limited number of literary works, perhaps ten or fifteen. With such a limited number of books represented, this type of handbook must in the main be regarded as giving models for instruction. The space allowed to the individual works makes it possible to take up many different aspects, however.

Krüger[1] deals with twelve literary works. Her treatments of the individual books are arranged in the following way:

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1 Anna Krüger: Kinder- und Jugendbücher als Klassenlektüre. Berlin-Spandau, Neuwied am Rhein: Luchterhand 1963; 2nd ed. as Internationale Untersuchungen zur Kinder- und Jugendliteratur, 5. Weinheim, Berlin, Basel: Beltz 1970.

1. Content - form - analysis (for example, the outline of the story, the values conveyed by the book, the traits of the individual characters, language and style). 2. Practical work with the book at school (for example, introduction, discussion by the class, creative work with the starting-point in the book). In this section Krüger accounts for the actual use of the book by some teachers.

A book edited by Jenkinson and Hawley[1] treats nine novels, for example. Here, too, a summary of the content and the arrangement of the book is given first. A number of "study questions" follow.

Baumgärtner[2] has collected essays on fourteen books for children and young people. The arrangement varies a bit, but in the main there are three parts: a) content and form, b) didactic considerations, c) practical work at school.

2) Another type is a book dealing with a large number of literary works, such as Gillespie and Lembo[3], where eighty-eight literary works are treated. Summaries of the content play the most important role, however, and there are only some additional suggestions as to passages in the books suitable for introduction by the teacher or to such as will especially interest the readers.

3) A third type is that found in the leaflets issued by the "Österreichischer Buchklub der Jugend" in Vienna. They consist of four pages. Each one deals with just one literary work. The content is summarized, something of a critical review and further suggestions for the way in which the book can be treated in the classroom are given. A similar type of leaflet was introduced in Sweden in 1965, when "Bibliotekstjänst", a firm owned by the Swedish libraries, issued a number of one-page sheets on which the content of a book was briefly summarized, some information about the author was presented, and an appreciation of the book was given. The readability was further stated in a quantitative scale as well as the school year level that was deemed appropriate. A headline brought the book to a certain field of interest (for example: To be young, To live in other countries,

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1 Edward B. Jenkinson and Jane Stouder Hawley, ed.: Teaching Literature in Grades Seven Through Nine. Bloomington, Indiana; London: Indiana University Press 1967.

2 Alfred Clemens Baumgärtner, ed.: Jugendliteratur im Unterricht. Weinheim: Beltz 1972.

3 John Gillespie and Diana Lembo: Introducing Books. A Guide for the Middle Grades. New York, London: R.R. Bowker 1970.

In the shadow of war, Sports). Sometimes the school subject with which the reading of the book could be co-ordinated was also suggested. Only books regarded as suitable for the senior department of the Comprehensive School were included, however, and the enterprise was an attempt that was never continued.

There are two questions connected with this type of presenting complex instructional units to teachers: 1) In which form should they be presented (handbooks with few units, with many units, leaflets)? 2) What should be contained in such units and how should the contents be arranged?

With regard to the first question, there is a lot that points toward the leaflet system. In this way there can, for example, be a continued work, not least paying attention to newly published books. The leaflets can, of course, be collected in a loose-leaf book. (The reason why the Austrian book-club uses leaflets is that they are sent together with book packages containing copies of the book in question. If this system were also to be adopted in Sweden, the leaflets could both be enclosed in such packages and be collected in a loose-leaf book.)

As regards the content of the leaflet and the arranging of this content, it seems important to stress that the curricular objective or objectives that the literary work is supposed to serve are explicitly stated. The basic work on the objective-procedure-criterion units should in other words be transferred to the complex unit headed by a literary work. The criteria (preferably also alternative criteria) should not be forgotten. The arrangement could follow this pattern:

1. Bibliographical notations.
2. Curricular objectives to be aimed at.
3. Summary of the content.
4. Instructional procedures suggested.
5. Evaluative criteria proposed.

10.2.3 Preparing other educational aids and basic materials to render literary instruction more effective

The leaflets just proposed, dealing with complex instructional units headed by literary works, and the publishing of objective-procedure-criterion units headed by curricular objectives should, of course, be important educational aids. However, there is also a need for other types of educational aids and basic materials. Some recommendations are given in the following.

a) Summaries of foreign methodological literature

Swedish teachers know very little about the great amount of methodological literature concerning literary instruction in foreign countries, such as the United States, Great Britain and Germany-Austria (and in other countries whose methodological literature is less accessible owing to language difficulties). Only parts of this literature will be used when objective-procedure-criterion units and complex units are constructed and accounted for. They should be made available in other ways, too. This is among other things because their theoretical foundations may often be of interest.

The most simple way is, of course, to translate them. However, as this may present difficulties, a more practical way is to summarize them in one or a couple of books. In this way they will also reach more teachers.

b) Educational aids with the aim to keep teachers informed of newly published literature for children and young people

Even if there is a system of continued publishing of leaflets such as outlined above, dealing with the content and use of literary works, it is necessary to make it easier for the teacher to keep himself informed of new literary works, not least new books for children and young people. Such knowledge is a prerequisite for his constructing his own new specified instructional procedures.

Knowledge of children's books - old or new - is, for example, important for individualization. The teacher must have a good knowledge, not only of his pupils, but also of the content and readability of a great number of books, if he is to be able to bring individuals and books together.

There are many signs that the teachers' knowledge of children's books it not as it should be. This will not always mean that the teachers are uninterested in this literature. But, on the other hand, knowledge and interest may often support each other.

A possible way of helping teachers to gain this knowledge seems to be to use the reviews of literature for children and young people published in the daily press and in journals. Particularly the reviews in the daily press are soon forgotten, though many of them are of high quality. In order to examine to what extent this supposition holds good, a preliminary work was carried out by the project, and a prototype to such a collection of reviews will be published this year in a report in Swedish.

There are many indications that this is a practicable way, for which reason such work ought to be continued.

c) Material for teachers' study groups

Another way to bring the teachers into contact with literature for children and young people is to arrange study groups of teachers, for example, book-clubs. Books studied could of course be old as well as new ones. The main aim of such study groups should perhaps be to arouse interest in this type of literature. It is not reasonable to suppose that the effects of the use of literary works in instruction may be the best possible ones if these works have not meant anything to the teachers themselves. The fact that the most outstanding works of children's literature belong to "world literature", and that not only children but adults as well may experience pleasure in and be captivated by the message of these works should be made evident, especially to people who have to help the children to get into contact with literature.

The collections of reviews of literature for children and young people, suggested in b, can of course be of use in such study groups. There may, however, also be demands on other materials giving suggestions for the work of these groups.

d) Examination of foreign literature for children and young people that ought to be translated into Swedish

Literary instruction in the Swedish Comprehensive School can, of course, to a great extent use literary works by Swedish authors of books for children and young people, since the Swedish authors maintain a prominent position in this respect. Literature for children and young people is, on the other hand, an international literature, and the translation of foreign books increases the access to literature of a qualitatively high level. The opportunity to internationalize the knowledge and the attitudes of Swedish children in this way should also be observed.

Many translations of foreign literature for children and young people have, it is true, been published in Sweden. But there is nevertheless a lot that could be done in order to increase the supply of this literature. An expert group within the Swedish Literature Commission calls attention (in a report published at the beginning of 1973) to the fact that the import of good children´s literature from many countries with which Sweden´s literary communications are bad is insufficient. However, translations of many important books from countries with which Sweden´s literary communications are good are also lacking.

It would be to the advantage of the teaching of literature in the Comprehensive School if steps were taken in order to increase the supply of translated top quality foreign books for children and young people. A thorough examination of foreign literature with this aim in view is therefore needed.

e) Scrutinizing the translations into Swedish of foreign literature for children and young people

As was said in the last section, there are already a lot of translations of foreign literature for children and young people that could be used in literary instruction at the Swedish Comprehensive School. There is, however, a possibility that the quality of the translations is not always what it should be. The books may have been shortened to a higher degree than is justifiable. Alterations may have been effected with regard to the experiences and knowledge supposed to be unfamiliar to the presumptive readers, but without any real cause.

The literary quality of the translations may also be bad irrespective of the reasons for bad translations already mentioned.

If these hypotheses are verified - at least to a considerable extent - one may very well question the usefulness of such translations in the teaching of literature at school. There is thus good reason for a systematic scrutinization of published translations.

f) Increased supply of books, by the use of book packages, for example

From the inquiry sent out in 1971 by the Swedish National Board of Education to the teachers of Swedish and mentioned in 10.2.2 a, it emerged that the common book-room (of the school library) could not be used to the extent that was deemed necessary. One can interpret this as implying that there are difficulties in gaining access to literature in the form of whole literary works, the most important teaching aid in literary instruction.

The supply of books is, of course, to a great extent an economic problem. One should therefore try to find ways of increasing this supply without incurring too heavy expenses.

One way could be a more systematic co-operation between the school and the public libraries.

Another way is the use of book packages (containing several books or copies of the same book) that could be ordered by the teacher and lent to the class for a certain time from a centre of some sort (in the school district, connected with the county school board, or a centre common for the whole of Sweden).

Something of this kind is met with in the "book groups" prepared at the library of the Education Office of the city of Stockholm and sent out to schools in this school district. A manual is enclosed containing summaries of the contents of the books and other information to teachers including lesson plans.

A parallel is the book packages of the Austrian book-club mentioned in 10.2.2 b. Whereas the "book groups" from the Stockholm library usually contain only one or a few copies of each book, several titles being included in the "book group", the Austrian method seems to be to have only one title in each book package, but a copy for each pupil in the class. Each package also contains a leaflet summarizing the content of the book and giving suggestions for its use.

The coupling together of book packages and suggestions for their use seems to be a good idea.

g) Tape recordings of books for children and young people

The possibility of producing tape recordings of a considerable number of books for children and young people should also be taken into consideration. Such recordings could be used in ordinary lessons with whole classes,but they could also be utilized by pupils who were absent when the teacher read a book or part of a book to the class. They would be particularly useful when the object is to motivate pupils with reading difficulties to form some contact with literature.

h) Aids to support individualization

As was said in chapter 1, it is generally stressed that instruction in the Comprehensive School should be individualized. Attention is paid to this viewpoint in various connections in the programme for practical application and further research presented here.

One should also consider whether any special educational aids could be constructed to facilitate the individualization of literary instruction. An important aim of such aids would be to give teachers a better knowledge of the reading tastes and habits of the individual pupils.

It is possible to construct reading interest inventories, should this be deemed advantageous,on the basis of techniques used by researchers engaged in empirical studies of children's reading interests and habits. Since the results of testing with a reading interest inventory should be linked up with the contents of books, such an inventory ought perhaps to be aimed at a reading interest profile. This means that the variables of the inventory should be constructed in accordance with the genres and motifs appearing in literature (for children and young people).

Materials that could be used in connection with such inventories - and, of course, also without them - are catalogues of books (for children and young people) arranged according to their genres and motifs, as well as such catalogues listing the readability of the books. Catalogues of these types are already available in Sweden, but work of this kind has to be renewed continuously.

A general instructional procedure used in several countries is to encourage the pupils to keep diaries of their reading. Such diaries could surely be rather simple, written, for example, in ordinary exercise books. But it may be worth testing the use of book catalogue cards for this purpose. The result could be the pupils' own card indices, which, among other things, could give the teacher a very good idea of what books the individual pupils have read during the years and how they have responded to them.

10.2.4 Empirical studies of goal-based literary instruction

a) Studies of how a goal-based literary instruction functions and is experienced by teachers and pupils

The principles of goal-based instruction have been laid down above. When a sufficient number of objective-procedure-criterion units and complex instructional units have been constructed for the teaching of literature, the use of these units must be tested in the field. This means partly an examination of the attitudes of the teachers and the pupils to the units. First and foremost, however, it also means that the effects of a teaching of this type are being investigated.

In this connection a focusing on individualization should be important. The breaking down of curricular objectives to procedure and criterion objectives makes it possible to pay attention both to the age levels of the pupils and to the individual variation within the classes.

b) Studies of general techniques for the evaluation of literary instruction

Studies of how the criteria in the objective-procedure-criterion units and in the complex instructional units function and are experienced by teachers and pupils belong to the studies mentioned in a. There is, however, also a need for investigations of the general techniques of evaluation. The main problem is how to find criteria for objectives of a non-cognitive type.

We have made a study of complex tests for marking or diagnostic purposes and of theoretical treatments of literary evaluation. This

study was accounted for in 5, 117-135. (These tests and theoretical treatments are all limited to what I have here called art-oriented objectives, i.e. objectives describing contacts with the art form literature.) As was pointed out in chapter 8, the test types are generally directed towards an observation of reproductional or higher cognitive behaviour. The same observation applies to the theoretical treatments of literary evaluation. There are, however, many interesting suggestions in this theoretical literature concerning the evaluation of emotional, conative and creative objectives, including observations by the teacher, the use of records of voluntary reading, interest inventories, questionnaires and attitude scales, the observation of the pupils' performance in book reports or in activities following reading.

It should therefore be an important task for further research to construct such techniques and to study empirically the opportunities that they may offer. These techniques need not always have the same sophistication, i.e. stress "exact measurement", but it is very important that some kind of evaluative criteria are obtainable, co-ordinated with all curricular objectives. Inventiveness in finding new and varied techniques is surely wanted.

Investigations into the general techniques of evaluation may also yield results as to what extent the pupils of the Comprehensive School are capable of understanding literature, respond emotionally to it, and have their attitudes influenced by it. In this way such investigations may throw light upon the question of how realistic the objectives are that express the wish of the adult society.

The prospect of success in constructing alternative criteria should also be paid attention to in this connection (for this concept cf. 2.6). The content validity and the unequivocalness of the criteria should be judged by experts. It should also be possible, by way of empirical investigations in the field, to investigate the equality of alternative criteria.

Another general problem concerning evaluation is the evaluation of the functional (long-term) objectives. The school has been mainly inclined to evaluate what the Swedish National Board of Education calls "knowledge and skills in the subjects". This expression seems to imply only cognitive behaviour. Even if one is supplementing the

evaluation of emotional, conative and creative behaviour, the problem remains if the long-term aim of a school is not integrated action patterns based on and including cognitive as well as non-cognitive behaviour, in other words what the LIGRU Project has termed functional objectives (cf. the description of our taxonomy in chapter 4 and the list of curricular objectives in chapter 7).

The problem was dealt with theoretically in 5, 89-90 with an exposition by Gagné as the starting-point. The objective-procedure-criterion units should, in the opinion of the project, always start with subordinated curricular objectives and thus not with functional objectives. The criteria in these units are therefore not criteria of functional behaviour. The functional objectives should be evaluated, too, however. This should perhaps properly occur after, say, twenty years. On the other hand, there may be some possibilities of testing even the functional objectives at school.

In both cases there is a need for suitable techniques of observation.

c) Studies of the usefulness of literature as a teaching aid in object areas other than the art-oriented one

A fundamental aim of literary instruction is to give all pupils the opportunity to acquaint themselves with the literary supply intended for them. In Sweden this aim is to a great extent entrusted to the subject Swedish. The demands on this subject are great, however, and it may be at the risk that other parts of the subject will push this aim aside. In international discussion a fixed number of literature lessons is sometimes called for. This demand has also been expressed in Sweden. There is, however, the possibility that literature can be used in order to reach objectives other than art-oriented ones, and we have also formulated a number of such objectives in our list of curricular objectives for literary instruction. The objectives that are language-oriented also mostly belong to the subject Swedish, but these objectives will to a great degree come under other school subjects. The Swedish Comprehensive School Curriculum also mentions literature as a teaching aid in many other subjects than Swedish.

But when a complex instructional unit is constructed where the main objective is not an art-oriented one, but where literature is used as a teaching aid, some art-oriented objectives will also be

included. The co-ordination between art-oriented and non-art-oriented objectives effected by such complex instructional units leads to the demand that the literary works proposed as teaching aids have aesthetic quality. This means that a wider scope is provided for the art-oriented objectives than the number of lessons for the subject Swedish allows.

A condition of an increased utilization of literature as a means of reaching, for example, goals of mental hygiene, ethical-social, society-oriented and logic-oriented goals, is that it can be shown to be a teaching aid at least comparable to other teaching aids. Experimental investigations should be undertaken in order to obtain an empirical basis for a standpoint on this question.

There is even the possibility that literature may be a more effective teaching aid than many others in order to reach objectives that are not art-oriented. A hypothesis that seems very probable is that this applies especially to objectives belonging to the emotional, conative and creative behavioural types. This hypothesis should be tested empirically, not only in the hope that literature will in this way gain a better standing in the Comprehensive School, but also in view of the importance that objectives of these types have in this school.

Cognitive objectives that are not art-oriented may also profit from a co-ordination with art-oriented objectives. This is illustrated by the opportunities that literature offers for the training of reading skill.

The reading skill of the pupils is a problem of great concern, not least at the present time in Sweden. A continuous training of the reading skill is being asked for. Many authorities in international educational literature attach great importance to fiction in this connection. This is not least because it may be supposed that the pupil does not want to read merely in order to read, but rather in order to satisfy some need. It may be a need to know more about things that interest him, but it may also be a need for pleasing sensations such as excitement, humour or an escape from reality. If he has the opportunity to satisfy these needs by reading, it will lead to reading and to the habit of reading. What one reads for its own sake is a reading material far superior to constructed "reading materials". The habit of reading must be seen upon as the essential thing in the case

of reading skill. If this habit were more general among pupils, one would not experience their reading skill as inadequate to the same extent.

To try to attain an increased reading ability with the help of literature is to co-ordinate this objective with emotional, conative and creative objectives belonging to the art-oriented object area. Using the formulations chosen in our proposed list, there are the emotional objectives "Derives pleasure from literary works", "Is arrested by the excitement, atmosphere and humour of literary works", "Is emotionally involved with the characters and course of events in literary works", "Is emotionally reached by the message of literary works", the conative objectives "Takes an interest in literature" and "Is interested in some authors of (children´s) books", and the creative objective "Re-creates his literary experiences in his imagination".

Experimental investigations in order to examine the effects of literature as a teaching aid for reading training could, for example, be arranged as a "reading shock", a wholly altered situation in one or a few schools with regard to the supply of literature and the use of literature. Literature has to be used in as many connections as possible, and such a reading training programme based on literature should therefore not be limited to the subject of the mother tongue.

10.3 The case for a centre of research and development in the field of literary instruction

Many different tasks for practical application and further research have been outlined in 10.2.1 - 10.2.4. The amount and proportions of these tasks mean that they can only partly be carried out by research and developmental projects. Of course, there is nothing to be said against such projects, which make it possible to solve well-defined problems.

But there is a clear case for a permanent centre. This is not only because of the amount and proportions of the tasks, but also because different tasks are connected with one another. Work on programmes dealing with the teaching of literature will immediately bring other

tasks to the fore, e.g. surveys of which literary works are available in libraries and on the market, steps to add to this literary supply, programmes to increase the teachers' knowledge of and interest in literature for children and young people, attempts to find practicable ways of supplying schools with more books, treatments of the general problems concerning the evaluation of literary instruction, and so on.

A permanent centre of research and development in the field of literary instruction would also constitute a very suitable centre for the preparing and sending out of materials that must be continuously renewed, i.e. the collecting and publishing of reviews of literature for children and young people that appear in daily papers and in journals, the examination of foreign literature for children and young people that could advantageously be translated, the inspection of the quality of translations, the putting together and sending out of book packages with enclosed instructional leaflets, the producing of tape recordings of books for children and young people and of lists of books arranged according to content or readability.

Up till now, no centres for integrated research and developmental work have been attached to the Swedish Schools of Education. These schools would constitute very suitable localities for such centres, however. It thus seems a good idea to place a centre of literary instruction at one of these schools. It should not be too difficult to find (perhaps to some extent part-time) personnel from the different institutes of these schools (I have already stressed that literary instruction belongs to many subjects of the Comprehensive School) as well as clerical staff. Of course, the establishment of such a centre will involve administrative and economic problems. Thus a task for further work is to plan how this permanent centre could be organized.

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